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Annual Reports on Education  
in the Straits Settlements and  
the Federated Malay States  
for the year 1937

BY

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*Published by Authority*

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SINGAPORE:

PRINTED AT THE GOVERNMENT PRINTING OFFICE, SINGAPORE.  
BY W. T. CHERRY, GOVERNMENT PRINTER.

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1938

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# ANNUAL REPORT ON EDUCATION IN THE STRAITS SETTLEMENTS FOR THE YEAR 1937

## PART I

*Note:—Part I gives an historical retrospect, and a statement of policy and aims, brought up to date and reprinted annually. The annual report proper for 1937 is to be found in Part II, Page 21.*

### Preface

#### INTRODUCTION

The Straits Settlements consists of Singapore, Penang, Malacca Province Wellesley, Labuan, the Cocos or Keeling Islands and Christmas Island. The island of Penang was granted to Captain FRANCIS LIGHT in 1786 by the Sultan of Kedah in consideration of protection against his enemies and was finally in 1790 ceded in perpetuity for an annual payment of \$6,000. In 1800 the territory now known as Province Wellesley, on the opposite mainland, was also ceded by Kedah for an annual payment of \$4,000. Malacca was taken from the Dutch in 1795, handed back in 1818, and finally taken over from them again in 1824 in exchange for the English trading station of Bencoolen on the west coast of Sumatra which had been established there in 1624. Singapore was founded by Sir STAMFORD RAFFLES in 1819. Pangkor and the Sembilan Islands were ceded by the State of Perak in 1826 for use as a base of operations against the pirates of the day. Labuan was ceded by the Sultan of Brunei in 1846, while the Cocos Islands became a British possession in 1886 and Christmas Island in 1889.

In 1816 the first beginnings of English education were made in Penang by the East India Company, which established the Free School in that Settlement.

In 1823, Sir STAMFORD RAFFLES laid in Singapore the foundation-stone of the Institution that bears his name to-day. On behalf of the East India Company he endowed it with a grant of \$300 a month and a large area of valuable land, endowments dissipated as the years went by. The Institution was to have literary and moral departments for Chinese, Malays and Siamese and a scientific department for the common advantage of the several colleges that might be established. It was a fine ideal but undoubtedly it was in advance of the time and the races of Malaya were not ready for such a sudden introduction to higher education. In 1827 the Bengal Government decided to apply the grant solely to the establishment of elementary schools. Not until December, 1837, was the Institution used for its founder's purpose. At first there were English, Malay and Chinese classes. Malays, however, displayed "apathy and prejudice against receiving instruction" and the Chinese pupils fell away so that these two branches were closed. The subjects taught in the English branch were:—English, arithmetic (including book-keeping), history (which comprised outlines of ancient history, together with histories of Greece, Rome, England, and India), chronology, natural history and philosophy, geometry, mensuration, trigonometry, the use of globes, writing and drawing.

The value of the Straits Dollar is fixed at 2 s. 6 d.



From 1844 till 1871 the building was used as a school for girls. In 1871 a graduate of Cambridge was appointed as principal and the Institution of its modern history began. In 1876 a new school was built for the sons of Malay Chiefs and chiefs, who moreover failed to send their sons to the boarding department, which had hitherto formed part of the Institution, was closed. In 1884 the Trustees contemplated turning the Institution into "a high school for the more elementary schools which have lately increased so rapidly":—for, already, in 1879 there were six elementary English schools in the city, supported by the Government. In 1889 the Government decided to open a class for physical science and chemistry at the Institution, and classes were started for teaching the various subjects required for the Queen's Scholarships to England. Educational progress, however, led to increased expenditure. The Trustees were short of funds. A commission appointed in 1902 to enquire into the system of education in the Colony recommended that the Institution should be taken over by the Government. This was done in 1903. The Institution became purely a secondary school. Its old pride of place has been challenged by energetic younger rivals. But it still remains the chief Government English School in the Settlement and is full of vigorous life. Its history is summarised here as an epitome of the stumbles and falls and the advancement of education in Malaya. The differentiation between education in English and education in the vernacular, and between an elementary and a secondary school, the development of a curriculum fitted to local needs, the education of girls, the teaching of science, the provision of a College for the sons of Malay Chiefs, the difficulty of getting suitable masters, the question of Government support: all these are problems that have cropped up in later days.

Missionary enterprise, especially, has been responsible for the opening of many schools in the Colony that have passed long since into the limbo of frustrate schemes. But this short sketch cannot deal with individual schools, Government or aided, past or present, in the Colony or the Malay States, except such as happen to be peculiarly implicated in the evolution of the educational system of Malaya.

The growth of that system may be traced broadly in (a) the gradual provision of an efficient Education Department, (b) the increasing financial encouragement given to Government and Aided Schools, mainly as a result of the representations of that Department, and (c) in the development of the curriculum of the schools, on lines of greater specialization and higher proficiency.

## 2. GROWTH OF THE EDUCATION DEPARTMENT

In 1870, shortly after the Colony came under the Colonial Office, a Select Committee of the Legislative Council was appointed to enquire into local education. It found "a great number and variety of schools in the Colony, some purely educational, others combining charity with education," "many under the control of the Roman Catholic clergy, but all, apparently, having a system of their own, unchecked, as a rule, by Government supervision." Lack of co-ordination had led to much wasted effort and the Committee recommended the appointment of a Superintendent or Director of Schools, who should reside in Singapore. So in 1872 an Inspector of Schools was appointed, whose title was changed in 1901 to that of Director of Public Instruction for the Straits Settlements. For five years this Director still did the work of an Inspector in Singapore, having a civil servant under him as Superintendent of Education in Penang and an educational officer as sub-inspector in Malacca.



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At the same time, English and Malay, grew in numbers and efficiency, and heavier and more specialized became the work of the administrative staff. The public became more and more keenly interested in the aims of the Department. The Malay Rulers turned to education to equip their subjects to hold their own against the educated Indian and the intellectual and energetic Chinese. Accordingly in 1916 a new post of Assistant Director in charge of Malay vernacular education in the Colony and Federated Malay States was created and given to a member of the civil service chosen for his knowledge of the Malay language and the Malay mind. This appointment led to a thorough organization of administrative machinery for the improvement of Malay education. Later a Lady Supervisor was appointed for Malay Girls' Schools; the appointment had unfortunately to be retrenched as a measure of enforced economy in 1931. In the Estimates for 1919 the insertion of another most important new post, that of a Chief Inspector of English Schools, marked on the English side also the beginning of a new phase, with the Inspectors becoming more and more purely administrative officials and the work of inspection passing into less occupied hands. The employment of Art Superintendents and Superintendents of Physical Education, officers who are engaged in training local teachers and inspecting the work of all schools in their own subjects, marked a further step on the road towards specialization. Finally in 1924 there was appointed an Assistant Director of Education for Chinese Schools (with a trained staff) in charge of the registration and inspection of all Chinese Vernacular Schools. Since January 1st, 1931, there have been two Assistants one of whom is in charge of Chinese schools in the Colony and the other (Chief Inspector of Chinese Schools) of the Chinese schools in the Federated Malay States.

In 1930 a European Inspector of Tamil Schools for the Straits Settlements and Federated Malay States, an officer of the Malayan Educational Service with a knowledge of Tamil, was appointed but in 1932, on the death of the holder, the post was temporarily abolished as a measure of retrenchment. In 1937 however the post was restored and an officer was selected and sent to India to study Tamil.

The sphere of the Education Department is the Colony and the Federated Malay States. Of the Unfederated States, Johore and Kedah at one time recruited their own Superintendents of Education. In recent years, however, these Superintendents and the European Masters have been borrowed from the cadre of the Education Department, which at all times is ready, when asked, to assist any of these States with the loan of officers, with advice, or in any other direction desired. In 1931 the State of Kelantan borrowed an officer to act as its Superintendent of Education but was compelled by the financial situation to return him in 1932.

### 3. GOVERNMENT AND AIDED SCHOOLS

Before 1870, the Government of the Straits Settlements controlled neither English nor vernacular education and was content merely to subsidize a few schools. After the appointment of an Inspector of Schools in 1872, schools of two classes were defined: the first, schools managed and financed by Government, which took the fees, the second, schools controlled by private bodies, which received from Government grants-in-aid awarded till 1899 on individual passes. In that year a new Code was drawn up basing grants on the number of children in average attendance, the number presented for inspection and the general standard of efficiency attained. In addition to a principal grant for every child presented, minor grants for



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allowance and organization were allowed for every pupil in average attendance, and there were grants for needlework in girls' schools and for each pass in an extra subject for pupils who had passed Standard VII. The Commission appointed in 1902 praised the 1899 Code but suggested a few changes, one to secure efficiency of pupil-teachers and to limit their numbers, and the most important to emphasize differential rates of grant for schools of various grades, an increase in the rate being recommended for the best schools and a substantial reduction in the rate for inferior schools. In 1906 a revision of the Code authorised a principal grant for every pupil not over 10 years of age presented for examination in an infant class, a step designed to weed out over-age pupils and provide money for efficient teachers capable of giving a good ground-work in English. In 1908 another Code was drawn up. Surprise visits took the place of a formal Annual Inspection and only Standards IV and VII were individually examined by the inspecting officer. Grants were based entirely on average attendance and varied according to the grade in which a school or part of a school was placed. The most important point was that one educational system was prescribed for the Colony and the Federated Malay States. In 1914 the Code was further revised and a more severe test in English was required. The principle underlying all these Codes was identical. No attempt was made to reconcile the credit and debit sides of the accounts of aided schools. The Government gave grants to encourage certain standards of educational efficiency and laid down rules to see that it was getting value for its money. Grants were annual and paid on the report on a school for the previous year.

The 1902 Commission found that at that time the expenditure of most schools under private management was entirely or nearly covered by the Government grant and school fees. But even then this was true only of schools conducted by Missionary bodies, whose members gave their services as teachers for nothing or for less than the market rate. As early as 1878 the High School, Malacca, managed by a Committee of Malacca residents since it had succeeded an old Dutch school in 1826, had been taken over by the Government at the request of the Trustees. The 1902 Commission recommended that Government should take over not only Raffles Institution but also the Free School, Penang, the first school opened in the Colony under British auspices (1816) and free only in the sense that it was open to children of all religions. The Commission found that the staff of both schools needed strengthening, that masters for technical classes were required and that the Free School ought to be largely rebuilt and its playground extended. Only Raffles Institution, however, was taken over. The Commission noted that the Chinese of Penang had always supported the Free School in a way that the Chinese of Singapore had never supported Raffles Institution. "When recently, it was found necessary to increase the pay of the masters considerably, the Chinese contributed \$32,000, of which \$20,000 was invested. This timely help, coupled with the fact that the fees were increased, enabled the Committee to carry on for the moment, but without constant appeals for special contributions it is feared that the same difficulty will again arise. The teachers compare their pay and prospects with those of teachers in Government employment and are dissatisfied. As in the case of Raffles' the question of pension is the chief difficulty." In 1902 "the Straits Settlements had acquired a bad name in English scholastic circles" and European masters were hard to recruit. Local teachers were worse paid than Government clerks. Lack of funds



led to quite inferior staffs in the aided schools. In 1910 two large Chinese Societies withdrew from the Free School the annual grant of \$1,500 which each had given it, because the Government had abolished the Queen's Scholarships and had levied a corporation tax on the funds of the Societies, and had also imposed a tax for educational purposes. To make up this deficit, the school raised its fees, a measure followed by the two large missionary schools in Penang, St. Xavier's Institution and the Anglo-Chinese School. But financial difficulties increased with the War and in 1920 its Committee handed the Free School over to Government.

To meet the higher cost of maintenance owing to the War, the Government increased the grants-in-aid given under the Code by 25 per cent. But an Educational Conference held in 1918 resolved "that the Government be requested to give such financial help to the aided schools as will enable them to pay to their teachers as high salaries as are paid to teachers in Government schools and to make provision for adequate retiring allowances." Moreover all the missionary bodies represented individually their financial distress to Government and in 1919 a Committee was appointed to consider the problem.

The 1919 Committee condemned the old system as limiting the amount of a grant, and so the expenditure of a school by the number of pupils earning a grant; as restricting a low grade school to a low grant and so depriving it of the financial means for improvement in staff and equipment; as giving Government only indirect control over the expenditure of its grants; and, finally, as a system which, to be equitable, would require continual, possibly annual, revision. It recommended instead that the aided schools should annually submit estimates for the following year and Government contribute monthly the difference between their revenue and approved expenditure, all accounts being audited by the Education Department. It suggested also that Government should consider the provision of a provident fund for teachers in such aided schools as applied for its institution. The Colony and the Federated Malay States both accepted these proposals; which, except in the matter of pensions, put the aided school lay teacher exactly on the footing of his Government colleague.

Government undertook to pay Government rates for a lay staff, to defray the passage money and leave pay of the European staff, rates and taxes on school premises, and the cost of minor repairs, furniture and equipment. The Aided Schools were no longer treated merely as a cheap means of providing education, but they were recognised as part of the scholastic system of Malaya to be preserved for the healthy rivalry and competition they afford. The only item in their expenditure (besides pensions) which remained less than that in Government Schools was the salaries of Missionary teachers.

The increase in cost involved by the new system was considerable. In 1921 the amount paid in grants to English aided schools was \$529,294 (£61,751). In 1917 it was \$166,450 (£19,419).

It is hardly surprising that the two Governments began to wonder if they had not been rashly generous. Accordingly in 1921 another Committee of enquiry was appointed. Its report was a complete vindication of the change. It recommended certain minor modifications to make for smoother administrative working. It suggested that such European Missionary teachers as were graduates of British Universities and devoted all their time to their schools should be paid at Government rates and that Government should defray half-pay leave for missionary teachers. It recommended that Government should pay half the cost of new buildings and of structural



repairs to old. And it recommended certain changes for the study of science which entails laboratories and a good staff. Appointed to carry out the work it found it had to bless the new system.

In 1932 owing to the financial depression Government appointed another Committee to enquire into the system of educational grants-in-aid. The Committee while supporting the existing system recommended certain economies notably a reduction in the rate of salary for missionary teachers and in the capitation grant. The Committee also recommended that the number of missionary teachers employed in Aided Schools should not exceed 50% of the total staff and that an age limit for both missionary and lay teachers should be introduced.

The Report of the Committee was adopted with certain modifications by Government and it was decided to give effect to its recommendations from 1st January, 1934.

#### 4. THE ENGLISH SCHOOLS

The English Schools are schools in which English is the medium of instruction. Few of the pupils are English speaking when they join, and the lowest class may be composed of children speaking between them some seven or eight different languages or dialects, those speaking one language or dialect being generally quite unable to understand those speaking any of the others. In the circumstances the use of the "Direct Method" of teaching English is practically obligatory. Children are accepted into the lowest class at the age of six or seven and they are given an education which ends as a rule with their presentation at the Cambridge School Certificate Examination though one or two stay on and enter for the Queen's Scholarship Examination.

The English School course is normally spread over eleven years, the different forms, from the lowest to the highest, being called Primary Classes I and II, Standards I, II ..... VII, the Junior Certificate Class and the School Certificate Class.

The present school "system" includes (a) the primary department (Primary I and II, Standard I) (b) the middle department (Standards II, III, IV, V), and (c) the secondary department (Standard VI upwards). A pupil should normally reach Standard V by the age of twelve or thirteen.

Up to 1891 there were only six standards in the English schools of the Colony: in that year the creation of Standard VII added another year to the course. (It was not until 1908 that the same papers were set for the Standard VII examination in the Colony and the Federated Malay States).

The only serious secondary work, before the Cambridge Local Examinations were first taken in 1891, was the preparation for the Queen's Scholarships, given by Government from 1885 "to allow promising boys an opportunity of completing their studies in England and to encourage a number of boys to remain in school and acquire a really useful education." Between 1897 and 1902 these scholarships were awarded on the results of the Senior Cambridge Examination, but from 1903 a special examination was conducted by the Cambridge authorities on lines suited to Malaya's needs, all candidates however having to pass the Senior Cambridge first. In 1910 Government discontinued the scholarships on the ground that they involved a study of Latin, French and mathematical subjects less suited to local needs than English, and that they led to unwholesome competition and to undue attention being paid to a few brilliant boys at the expense of the rest, but in 1923 it restored them once



more. After their abolition, Malayan pupils began to take the Matriculation Examinations for Hong Kong and London Universities and the Singapore Medical College, and, later, for Raffles College and the Intermediate Arts and Bachelor of Arts Examinations of London University.

Ever since 1891 secondary education in Malaya has been associated with the Cambridge Local Examinations. The 1902 Commission remarked that many favoured dropping these examinations which led to the cramming of a number of useless subjects by boys who should be studying to fit themselves for a Malayan career. But the Commission considered that they had led to a real improvement in English education and that no local certificate would have the same value. The addition of a compulsory foreign language to the syllabus for the Senior Certificate Examination led the Education Department to ask in 1916 for a special Malayan Senior syllabus framed to encourage the study of English. In 1919 there followed a special Malayan Junior syllabus. Incidentally, Malay is one of the subjects that may be taken in these examinations.

From the beginning of the century the advance of education led to the question if there should not be a division into elementary and secondary schools. In 1902 each of the more important schools combined with the instruction of infants the passing of older scholars through the seven standards and secondary classes. Time has changed this appreciably. The Missionary bodies, which have done so much for education in Malaya, still retain for the most part schools providing for all standards from infant or primary classes to secondary classes, but in large centres where the numbers justify the arrangement they are following the example set by Government over the Government schools and are breaking their largest schools up into Primary Schools (Primary Classes and Standard I), Middle Schools (Standards II to V) and Secondary Schools (Standard VI upwards). The Government has built many primary schools and in each large centre there tend to grow up one or more Government secondary schools.

There have been many notable developments since the beginning of the century. The "direct method" of teaching English has become universal. Some secondary schools are equipped with science laboratories. The syllabus and methods of the primary classes have been revised. Elementary manual work is now done in all schools. Medical and dental inspection of pupils has been introduced. Due attention is given to sports, physical education, the provision of playgrounds, the encouragement of Boy Scouts and Cadet Corps.

Notable, too, has been the growth of enthusiasm among every race for female education. Before the Great War Chinese parents were loath to send their girls to school; now it is difficult to provide the accommodation required. Malays, too, though their interest is more recent, are now no less enthusiastic. To-day there are Indian, Chinese and even Malay girls passing out of the English schools to attend the Medical College having chosen medicine as a career.

For a long time the demand for pupils from the English schools as clerks was greater than the supply, and a Cambridge Certificate or the Standard VII Certificate was a commercial asset, ensuring a competency in adult life. To-day the supply is greater than the demand and parents are beginning to realise that the son of a shop-keeper, for example, may have to seek his living in his father's shop, even though he has done well at an English school. With the spread of English education, knowledge of that language will cease to be an open Sesame to fortune or even to a livelihood, and one of the gravest problems to-day is to devise for the coming generation



types of instruction fitting the young of Malaya for such careers as the country offers. There can be no doubt that the bulk of the inhabitants must turn to agriculture and other industries, and that the Education Department will have to equip them for those paths of life. Any ideal of education not adjusted to local wants must lead to economic dislocation and social unrest.

### COMMERCIAL CLASSES

The 1902 Commission found that shorthand and commercial classes had failed because the great demand for clerks attracted boys away from school even before they had passed the Vith Standard. It was of opinion that if Raffles Institution and the Penang Free School were taken over by Government, a Commercial Class should be established at each of those schools with a trained master, and it hoped that "merchants will find the advantage of taking boys who have been through the course, and will pay larger salaries than they do to badly educated boys from the lower standards." In accordance with its suggestion commercial scholarships were offered at Raffles Institution as an experiment. In 1904 the local Chamber of Commerce arranged an annual examination and offered prizes. But by 1907 commercial classes had died out in Penang and survived only at Raffles Institution and St. Joseph's Institution in Singapore where they did not attract the best students. In 1910 the rubber industry led to an increased demand for clerks, however poorly qualified, and in 1913 the annual report of the Education Department alludes to an advertisement for 30 boys who had passed Standard IV! In 1913 the Birmingham Chamber of Commerce examined the pupils in the commercial classes of Singapore and Penang. Since 1916 pupils have taken the examination of the London Chamber of Commerce, (except in 1918 when the papers were lost at sea through enemy action). In Singapore, Raffles Institution, St. Joseph's Institution and the Convent of the Holy Infant Jesus give full courses in commercial subjects, the work is efficient and there is a strong demand from firms for pupils from the classes. No student is allowed to take the course unless he has reached the level of the Junior Cambridge Examination. In Penang, the original Commercial Class of the Penang Free School has developed into an independent entity. It is doing excellent work and is a source of well-trained commercial employees.

### 5. TECHNICAL AND INDUSTRIAL EDUCATION

In 1902 the Commission appointed by the Government to enquire into English education in the Colony devoted one section of its report to technical instruction. It found insufficient demand for a technical school. Moreover firms preferred apprentices to learn practical engineering in shops, though it was admitted that a preliminary course of mensuration, elementary mechanics, the use of tools, and mechanical and geometrical drawing would be of great use. It urged the equipment of laboratories for Raffles Institution in Singapore and the Free School in Penang and the appointment of a master for each with experience in technical work. It recommended that in view of the demand for surveyors surveying should be taught at Raffles Institution.

In 1917 another Commission (containing no officers of the Education Department) still found the attractions of a commercial career so great in the Colony that it could not advise "large expenditure upon a fully equipped and strongly staffed technical school," but it pressed for the appointment



of a qualified European to superintend "elementary" classes in practical mathematics, mechanics and prime motors, drawing and plans, chemistry, physics, electricity, sanitation and hygiene, surveying".

In 1918 a Commission on Technical and Industrial Education in the Federated Malay States recommended the provision of Trade Schools at which instruction should be in Malay, the provision of a Technical School with English as the medium of instruction, and the provision of an Agricultural School to train assistants for the Agricultural Department and for estates. It emphasized the necessity of improving the pay of technical posts to render them as attractive as the clerical service. It urged the need to make hand and eye training compulsory in all standards of the English schools. A minority Report by an experienced headmaster insisted, however, that there was neither public taste nor demand as yet for technical or industrial education proper.

The above summaries of the conclusions of three committees are evidence that the problem of technical education was not overlooked though in the face of those conclusions it is not surprising that little was done in this direction for some years.

In the Colony in 1902 the Survey Office trained youths to become Government surveyors. There were also industrial scholarships for which there was so little competition that they were given to any boys, chiefly Eurasians, for the asking: the holders were apprenticed to firms and received instruction at an evening class. (In 1910 "for the first time for many years" the Penang scholarships found holders!) The recommendations of the 1902 Commission led to Raffles Institution being provided with a science master and a laboratory and for a few years a class flourished, until finally the war, robbing it of a master, extinguished it. After the war it was reorganised and science has become popular as a subject with all secondary schools that have facilities for science teaching for the Cambridge Local Examinations. Hand and eye work is now part of the curriculum of all schools in Malaya. There are Government Evening Classes in Singapore and Penang providing for a variety of commercial and technical subjects. There are students from the Straits Settlements at the Technical School, Kuala Lumpur, Federated Malay States, and at the School of Agriculture, Serdang, Federated Malay States.

The provision of Trade or Artisan Schools received consideration on several occasions, but the first of such schools to be established was one in Kuala Lumpur in the Federated Malay States which was opened in 1926. The success of that school encouraged Government to provide a similar school in Singapore which was started in 1929. Another was opened at Penang in 1932, and finally one in Malacca in 1935.

In 1937 a senior officer of the Education Department was deputed to study schools with a vocational bias in England and Java and as a result of his survey he submitted a report in which were included proposals for additional facilities for vocational education in Malaya and for modifications in the curriculum of the ordinary school, English and vernacular, so as to bring education into closer touch with present day conditions.

## 6. TRAINING OF TEACHERS

In 1901 there was no machinery for training teachers in the Colony except the system of engaging pupil teachers, who were seldom effectively supervised by the managers of schools and who, if they did complete their course, soon deserted a profession which was miserably paid and the last refuge of the semi-educated unemployed.



Accordingly the Government projected a Training College for male teachers in Singapore and the 1902 Commission suggested that the Federated Malay States should be invited to send students and bear part of the cost. In 1904 a Training School was tried but no candidates for admission came forward.

The 1902 Commission also found that useful work was being done at Raffles Girls' School in training women teachers and recommended a training school for them in connection with that girls' school. After discussion that lasted two years training classes for pupil teachers of both sexes were started at Raffles Institution and Raffles Girls' School. The class for girls was so successful that it lasted for many years and was copied in Penang.

The class for boys was a failure and, following the example of a successful experiment tried in 1905 at Kuala Lumpur in the Federated Malay States, the Colony projected Normal Classes for teachers already engaged in the profession, at all three Settlements. Penang started classes in 1907, and Malacca in 1913. These classes were praised as successful down to 1914, when a Commission was appointed to consider improvements in Singapore. It recommended a whole time instructor and a revised syllabus and spoke of a training school as an ultimate ideal. The war frustrated the first of these recommendations. But the Normal Classes again did good work under great difficulties. A Departmental Committee appointed as the result of the 1928 Educational Conference prepared a new scheme of training, making separate provision for primary teachers. The subjects studied now are English Language and Literature, the Theory and Practice of Teaching, Hygiene, Physical Education and Art. The course theoretically lasts three years, though a number of students take longer to pass. It is devised for students who complete their training before undertaking full-time teaching and no student is eligible for admission to the course who has not passed the Malayan School Certificate examination with credit in English and also a pass in Oral English.

The 1918 Educational Conference recommended sending selected local teachers to the University of Hong Kong, and the Government of the Straits Settlements for a number of years—till the opening of Raffles College in 1928—gave scholarships for two to four years to promising men who engaged to work in Government or aided school for five years on their return. Later, scholarships to Raffles College were awarded to students preparing to be teachers in Government and aided schools. There are no longer indentured students at Raffles College, however, but Raffles College graduates intending to become teachers are given a fourth year course in Education.

## 7. HIGHER EDUCATION

### (a) KING EDWARD VII COLLEGE OF MEDICINE

The Straits Settlements and Federated Malay States Government Medical School was founded in 1905 in response to a petition from many of the leading Chinese citizens of Singapore. In 1912, the name "King Edward VII Medical School" was adopted in recognition of a generous contribution from the Committee of the King Edward VII Memorial Fund. A further change was made in 1921, when "College of Medicine" was substituted for "Medical School"

The original purpose of the Medical School was to train Assistant Surgeons for the Government, and local practitioners in racial sympathy with the peoples of Malaya, as a means of diffusing a general comprehension of proper sanitary conditions and habits. From the first, however, a full



five years' course of training was given and in 1916 the diploma was recognised by the British General Medical Council as a complete registrable qualification entitling its holder to practice in any part of the Empire.

Since that year the course of training has been gradually extended and elaborated. The revised regulations of the General Medical Council issued in 1923 have been adopted and the student of to-day receives a complete preparation for his professional career. The course now takes six years. The standard of licence of the Singapore College will stand comparison with that of any European School of Medicine.

The school opened with the Principal as the only whole-time officer. Most of the teaching was done by a staff of part-time lecturers, drawn from the Government Medical Service or from private practitioners. A Professorship of Physiology was founded in 1913, and a Professorship of Anatomy in 1920. In 1921 chairs in Medicine Clinical Medicine, Surgery, Clinical Surgery and Midwifery were instituted.

In 1925 the Rockefeller Foundation made the formal offer of the sum of \$350,000 in Straits currency for the endowment of two chairs in Bacteriology and Biochemistry, on the condition that the Government would provide for a chair in Biology. The offer was gratefully accepted and the appointments were made in 1926.

In 1929 a chair of Dental Surgery was created and there is now a fully organised dental school in which a five years' course of training is given, the Diploma in Dental Surgery entitling its holder to practise in Malaya.

A four years course for a diploma in Pharmacy entitling the holder to register under the Registration of Pharmacists Ordinance and to hold a licence under the poisons and deleterious drugs ordinance, thereby enabling him to practise as a dispenser in Malaya, was commenced in June 1935.

At the start, the school was housed in some discarded hospital buildings. A residential hostel was completed in 1916, and a second hostel in 1924. For several years the work was cramped by inadequate accommodation until the completion of the new buildings in 1926, which contain laboratories and lecture rooms for 250 students. In addition there is accommodation for post-graduate study and research. A large space was allotted for the library. A playing field and quarters for the subordinate staff were provided.

#### (b) RAFFLES COLLEGE

In 1918 a committee appointed by Government to advise on a scheme to celebrate the Centenary of Singapore submitted as the most suitable memorial the advancement of education with a view to laying in course of time the foundations of a University. Another special committee recommended the establishment of a residential college for higher education to be called "Raffles College" and to be the nucleus of a future University. Later it was decided that provided \$2,000,000 were subscribed by the public of Malaya and the Governments of the Malay States towards an endowment fund, the Straits Settlements would erect buildings at a cost not exceeding \$1,000,000 and give \$50,000 annually towards the upkeep. The requisite sum having been subscribed, a world-wide competition was opened in 1923 for a design. Work on the buildings started in 1924 and the college opened in 1928. Adjoining the College buildings are two residential hostels with accommodation for 100 men students and there are playing fields of 10 acres. The object of the College is to place education of a University standard within the reach of all the youths of British Malaya who are capable of profiting by it. The courses of study are specially framed to meet local requirements.



Courses in Science for students of Medicine are also provided. When funds allow, an engineering faculty is contemplated, and ultimately Oriental studies should find a place among its faculties.

The College awards annually ten Entrance Scholarships of a value of \$720 per annum tenable for three years, and a limited number of Second and Third Year Exhibitions, not exceeding \$500 per annum, are available for students who show exceptional ability during their first or second years.

## S. VERNACULAR EDUCATION

### (a) MALAY BOYS' SCHOOLS

Though there had been sporadic missionary efforts to provide schools for Malays and two day schools were supported by Government in Singapore as early as 1856, it was not until after the transfer of the Straits Settlements to the charge of the Colonial Office in 1867 that the local Government took up seriously the problem of building and staffing vernacular schools where Malay boys should be taught to read their own language both in Arabic and in Roman characters. At first the Malays were apathetic, jealous of the loss of their children's services and distrustful of secular teaching. The efforts of the native teachers and the use of the schools as centres for the distribution of quinine and other simple medicines helped gradually to dispel prejudice. In 1878 a College for Teachers was started in Singapore and during the 17 years of its life produced the first trained Malay teachers in British Malaya. In 1888 Malay boys who had passed out of the vernacular schools were admitted free into any Government English School in the Colony, a system that with certain modifications is now followed throughout Malaya.

In 1901 a new training college for Malay vernacular teachers was opened in that old-world Malay centre, Malacca. Malay education received temporarily a great stimulus from Mr. R. J. WILKINSON, a Malay scholar of high attainments, who started publishing Malay classics for the use of schools and created an interest in their own literature in the teachers. But this officer soon left the Department and Malay education developed on stereotyped and alien lines. Still the Training College (Mr. WILKINSON's educational child) did excellent work. In 1913 another was opened at Matang in Perak.

In 1916, Mr. R. O. WINSTEDT (now Sir RICHARD WINSTEDT, K.B.E., C.M.G., D.LITT.) an officer of the Malayan Civil Service, chosen for his knowledge of the Malay language and customs, was sent to study vernacular and industrial education in Java and the Philippines. As a result of his Report it was decided to build a central Training College at Tanjong Malim, Perak, to accommodate students for a three years' course, and then to close the two existing Colleges that provided only a two years' course. This College was opened in 1922. Meanwhile the curriculum of the existing Colleges was enlarged to include rural science and basketry, and a pass in one at least of these industrial subjects was required for a leaving certificate. It was arranged to acquire land for school gardens and recreation grounds wherever possible. The old-fashioned teacher puffed up with a little learning and full of the old oriental scholar's prejudice against manual labour was ashamed to dig: the new delights in handicraft, and in practical acquaintance with the rotation of crops, the selection of soils and seeds and the study of pests. A series of Malay text-books, dealing with local problems of arithmetic, tropical hygiene,



Local geography and history and drawing were made a compulsory subject. The revised curriculum "awakened students' intelligence" and the textbooks caused the Malay vernacular to talk of the New Learning. For the first time the Malay was introduced to modern scientific method in his own language.

The Sultan Idris Training College at Tanjong Malim is the distributing centre of knowledge in the Peninsula for those Malays whose education is confined to the vernacular. There will always be a large number of Malay children with no aptitude for language or literary pursuits, whose mental and moral development will depend mainly on the discipline of the village school with the opportunity it provides for studying the "three Rs," benefiting by physical and manual training, and acquiring such rudiments of simple agriculture as will fit them for the free life of that country-side where the happiness and economic interests of their race have lain for centuries. From the College, trained teachers go out to the village schools to influence the physical, mental, moral and economic welfare of the coming generation.

With the expansion of all branches of the Education Department's activities it was recognised that the inspecting staff was inadequate to cope unaided with administrative routine and the work of school inspection. Moreover legitimately enough Malays with an English education were anxious to take part in supervising the work of the vernacular schools. Accordingly Malay Assistant Inspectors of Schools were appointed to Settlements and States to give the vernacular schools their undivided attention. The system has worked admirably. Below them are Malay-speaking Visiting Teachers who have charge of districts, and below these Group-Teachers, who have charge of the biggest school and supervise the less important schools within a yet smaller radius. Improved salary schemes have attracted the most intelligent type of Malay to the profession of vernacular schoolmaster and it has been laid down that as far as possible they shall always be employed in their native place.

Improvement in the education of Malay boys has been reflected in the success of those pupils who after passing through the vernacular schools in four years have proceeded to English schools. Till recently the Principals of English schools dreaded the advent of the average overgrown Malay student, whose intellect had been dulled by years of unintelligent instruction under a village dominie. To-day he welcomes the bright alert little boy, who, given intensive training in English, can jump to Standard IV or V in three or four years.

#### (b) MALAY GIRLS' SCHOOLS

Malay Girls' Schools remained for a long time a very hard problem. Malay parents viewed with much suspicion the one or two schools which were first established; they thought a knowledge of reading and writing would promote love-letters and intrigue, they were nervous about allowing their girls to traverse streets or paths unaccompanied, the mothers disliked losing the services of their daughters, and the self-satisfied parents thought that their children could pick up cookery and needlework as well at home as in school. But the time came when the village schoolmaster and then, very often, the village headman, commenced to send his girls for a year or two to the boys' school. The example they set was presently followed by others. Then there arose demands for separate girls' schools and now the number is very rapidly increasing.

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The Report of 1916 did not neglect this old problem of the education of the girls. The girls' schools benefited greatly from the use of the new series of vernacular text-books. And above all it was decided to engage a European lady to reorganise and supervise the work of these schools. Despite almost insuperable obstacles, the Lady Supervisor effected real reforms and caused thoughtful Malays to recognise the need of supporting an attempt to educate girls to be the intellectual peers of their future husbands. The curriculum of the girls schools is no longer dead and uninspiring. Cookery, clay-modelling, paper cutting, drawn-thread work, hygiene taught by Lady Medical Officers, are romantic subjects for the little Malay girl compared with what her elder sisters learnt a few years ago. Domestic science, where staff and equipment permit its inclusion in the curriculum, is the most popular subject.

All Malay women teachers now attend training classes held in the large centres. They evince much interest in the work and both they and their schools are obtaining much benefit from this training.

A more satisfactory method of training Malay women teachers, however, has now been introduced. Early in 1935 a Malay Women Teachers' Training College was opened at Malacca, its students being drawn from the Straits Settlements, the Federated Malay States and the Unfederated Malay States. The Principal's report of the second year's work will be found in Appendix XXIII. This new venture has raised great hopes.

#### (c) TAMIL VERNACULAR SCHOOLS

For half a century there has been a sprinkling of Tamil vernacular schools in the Straits Settlements. They sprang up especially in Province Wellesley (and later in Malacca) where an estate population created a need. All are under private management but they are inspected by Government officials, and grants-in-aid are paid to approved schools which have reached a certain standard of efficiency. The great difficulty has always been to get efficient teachers, but estate managers are recognising the need for the employment of trained and experienced men and on several estates the former unqualified or poorly qualified teachers have been replaced by teachers trained in India and Ceylon. Managers have grown alive to the advantages of providing facilities for the education of their coolies' children, and improvements in buildings, furniture and apparatus have been willingly effected whenever funds were available.

The latest Labour Ordinance provides that "the Controller of Labour may by order in writing require any employer on a place of employment where ten or more children of any one race between the ages of seven and fourteen years, being dependents of labourers on such place of employment, reside, to construct within a reasonable time and maintain at his own expense a school for such children with such school teacher or teachers as shall seem sufficient to the Controller".

It should be explained that there are as many Indians as Malays in the English schools of the Straits Settlements.

#### (d) CHINESE VERNACULAR SCHOOLS

Chinese schools in the Straits Settlements have existed in some form or other wherever there have been Chinese children. Before the revolution in China in 1911, however, these schools followed the traditional pattern. They were run by a man who combined the professions of teacher, doctor, fortune teller and letter writer. His sole qualification was the fact that he



was the one man in the neighbourhood able to read and write with ease. His pupils were taught Chinese characters by means of the Classics and the abacus was the main total of instruction in mathematics.

Since 1911, however, the Chinese have founded many schools to give their children a modern education in their own tongue. Some few are free schools maintained by the generosity of individuals, others are maintained by District Societies (or associations of people from the same district in China) for the benefit mainly of children from their home district, some are maintained by Christian Missions; but most are managed by a committee of management whose members themselves give monthly subscriptions and undertake to collect the necessary funds for upkeep. The Government of the Straits Settlements assists approved vernacular Chinese schools by grants-in-aid when application for such assistance is made.

Grants-in-aid were first given to Chinese vernacular schools in 1924 when two Roman Catholic mission schools applied for and received a grant. In 1925 the Regulations governing the grants were first published and these regulations have remained the basis on which grants are made up to the present time. The third revised edition of Education Code IV giving the regulations was published during the year 1937. The number of aided Chinese schools has steadily increased.

Up to 1930 grants were given only to Primary schools, with the exception of two girls' schools, one in Singapore and one in Penang, which received special grants for their normal classes. In 1931 the scheme was extended to include secondary schools, and two schools in Penang took advantage of the revised scheme. Besides these one school in Singapore and one in Penang received grants-in-aid at the secondary school rate in respect of their normal classes. However, with a view to retrenchment it was decided that grants for secondary classes should be discontinued after the end of 1931. The special grants for normal classes were not affected by this decision. In 1934, the recommendations of the Committee appointed by His Excellency the Governor in 1932 to consider the system of grant-in-aid to schools were adopted and brought into force. This resulted in a regrading of aided schools but had little effect on the amount paid in grants to each school.

The grants to Chinese vernacular schools are in two grades. For primary schools the grades are \$10 (£1 3s. 4d.) a year or \$5 (11s. 8d.) a year and for secondary schools they are \$18 (£2 2s.) a year or \$12 (£1 8s.) a year for each pupil in average attendance. In order to qualify for the higher grade, schools must fulfil certain conditions laid down in the Code and must teach English with reasonable efficiency and must employ for that purpose a teacher who holds the minimum qualification of a Junior Cambridge Certificate or a certificate recognised by the Director of Education as of equal value. In addition to these grants certain schools with Normal Classes receive a special grant of \$25 (£2 18s. 4d.) a year in respect of a limited number of pupils in their normal classes. This number is determined by the number who may be reasonably expected to be absorbed as teachers in the local schools.

Since the National Language Movement of 1920, which originated in China, the Chinese Vernacular Schools in Malaya have wholeheartedly adopted the National language or Kuo Yue as the medium of instruction. This has involved the virtual abandonment of the old literary language,



and with it the Confucian and other classics. The movement is continuing to gain strength, and the number of old time schools (i.e. schools teaching the old classics in the vernacular of the pupils) is tending to diminish. Many of these schools use the modern text-books along with the old classics. Text-books on European lines all written in Kuo Yue have been introduced. The subjects taught include Chinese language (Kuo Yue), Arithmetic, History, Geography, General Knowledge, and Nature Study. Since 1925 these text-books, which are printed in China, have had political and anti-foreign matter introduced into them. Such text-books are unacceptable to the Malayan Government. However, in 1932, the two principal firms in Shanghai publishing school text-books—the Commercial Press, and the Chung Hua Book Company—each brought out a series specially written for Chinese education overseas and in this country. These books have been passed as suitable by the Government, and are now in use in the majority of Chinese schools, either as an entire series, or to supplement those volumes in other series which were found unobjectionable.

English is taught in many of the large schools and in some of the smaller and special attention is often paid to it in night schools. The night schools are attended by clerks and shop employees amongst others, who, besides wishing to learn the new National language and literature, hope in this way to learn some English to help them in their career. In 1935 an examination was held by the Education Department in which all pupils in aided schools in the final year of the Primary course and the third year of the Junior Middle were examined in Chinese, English, Mathematics, History and Geography. A few non-aided schools also entered voluntarily for the examination. It was continued in 1936 and 1937 and has led to improvement in the standard of work and has been a guide to the Department in assessing the progress of the schools.

## 9. GENERAL

All schools, (other than those in which the teaching is of an exclusively religious nature) in which ten or more persons are habitually taught in one or more classes and all supervisors, committees of management and teachers of schools, must be registered in accordance with the Registration of Schools Ordinance (Chapter 139). This Ordinance was amended by Ordinance No. 4 of 1937. To be a supervisor, a member of the committee of management or a teacher of an unregistered school is an offence against the Ordinance. Under the Ordinance the Director of Education may refuse to register any school that is insanitary or unsuitable by reason of danger from fire or on the ground that it is a dangerous building. The Director of Education may also refuse to register a school that is likely to be used for the purpose of political propaganda detrimental to the interests of the Colony or for the purpose of instruction detrimental to the interests of the pupils or as a meeting place of an unlawful society. He may refuse to register any school if it shall appear to him that the existing educational facilities are adequate. He may also, in certain circumstances, refuse to register a person as a supervisor, a member of a committee of management or a teacher. The Director of Education, however, interferes as little and as seldom as possible.

The public of the Straits Settlements express their views on education not only through the local press but through the unofficial members of the Legislative Council.



In addition there was constituted in 1909 an Education Board, composed of four official and four unofficial members, with the following functions:—

- (i) to determine the amount of fees to be charged in Government schools, and to receive all such fees;
- (ii) to submit to Government the Annual Estimates for educational purposes and to make recommendations thereon;
- (iii) to advise the Government as to the purpose for which moneys devoted to education should be expended and upon any matters connected with education which may from time to time be referred to it by the Governor.

This Board also receives the proceeds of an education rate of two per cent. on property in municipalities and one per cent. on property in rural areas.

Education in all Government vernacular schools is free. The fees charged in English schools, and details of the conditions governing remission of these fees, are to be found in Appendix XXIV to this report.

## PART II

### CHAPTER I

#### OUTSTANDING EVENTS OF THE YEAR

Towards the end of the year, in accordance with the declared policy in Council Paper No. 94 of 1936, a reduction in the school fees in English schools was announced. With effect from 1st January, 1938 for classes from Primary I to Standard Six inclusive the fees will be reduced to \$2.50 a month (\$30, £3 10s. a year).

During the year a senior officer of the Education Department was deputed while on furlough to make a study of the aims and methods of schools in England with a view to submitting proposals for the provision of additional facilities for vocational education and for modifying the curricula of schools so as to bring local education into closer touch with present day conditions.

In all three Settlements buildings were completed that were urgently required in place of makeshift arrangements retained for some years on account of financial stringency. In Singapore, there were annexes for Fairfield Girls' School and St. Anthony's Convent and the Monk's Hill Malay School. In Penang, there were the Anglo-Chinese Middle School, officially opened by H.E. the Governor, St. Mark's School Butterworth and the two-storey Hutton Lane Malay School. In Malacca, there were four new Malay schools.

To the children, the outstanding event of the year was undoubtedly the Coronation of Their Majesties KING GEORGE VI and QUEEN ELIZABETH. Special holidays, a varied programme of fun and entertainment, and a lavish distribution of gifts combined to leave a lasting impression on youthful minds. The successful Singapore Rally of Youth was held under the patronage of H.E. the Governor.



The Hon'ble Mr. F. J. MORTEN, B.A. (Oxon), M.C.S., the substantive Director of Education, Straits Settlements and Adviser on Education, Malay States officiated in that appointment until 30th July when he assumed duty as Acting Colonial Secretary, Straits Settlements. From that date until the end of the year the acting appointment was held by Mr. A. KEIR, M.A. (Aberdeen), the Acting Chief Inspector of English Schools.

Mr. J. WATSON, M.A., B.Sc. (Edinburgh) went on leave prior to retirement on 14th April, 1937 and will have retired on 4th January, 1938 before the publication of this Report. Mr. JAMES WATSON joined the service on 20th July, 1906 and was Chief Inspector of English Schools S.S. & F.M.S. from 1st January, 1923. He acted as Director of Education on three occasions for a total period of over eighteen months. He was the senior professional officer of the Education Department during a period of unprecedented development when his sound judgment and wide experience were invaluable. His services to education were recognised in the 1938 New Year Honours when His Majesty the King was graciously pleased to appoint him an Officer of the Order of the British Empire.

Miss D. M. BUCKLE, O.B.E., the Principal of Raffles Girls' School, Singapore retired in December, 1937. She arrived in Malaya in December, 1908 and was Principal of Raffles Girls' School from March, 1909 until her retirement. Her forceful and dynamic personality left its impress not only on the school whose destinies she guided for so many years but also on education in the Colony in general. On her retirement her old pupils raised a fund of \$4,000 and endowed a "Dorothy Buckle" scholarship.

Mrs. C. G. IRVING (nee Miss N. PURDOM) retired in August, 1937. Mrs. IRVING first retired in 1933 on the retrenchment of her post as Supervisor of Malay Girls' Schools, S.S. and F.M.S. She returned in 1934 to open the Malay Women's Training Centre at Malacca. She gave an excellent start to this Training Centre which is likely to play an important and ever-increasing part in the future development of the Malay girls' schools throughout the Peninsula.

During the year three European Masters and three European Mistresses were recruited for the Malayan Educational Service and of these, two masters and one mistress were posted to English schools in the Straits Settlements and one mistress was posted to the Malacca Women's Training Centre.

The arrangements regarding text-books remained unchanged. Text-books for Malay schools were produced and published by the official Translation Bureau and several new local text-books for English schools by officers of the Education Department and by experienced teachers in grants-in-aid schools were produced and published by private enterprise. It will be a long time before there are sufficient books for Malay schools but there is now a good supply of local text-books for English schools.

Most of the books used in the Chinese vernacular schools come from Shanghai while those used in the Tamil vernacular schools come from India and Ceylon.



# CHAPTER III

## REVENUE AND EXPENDITURE

(One dollar Straits Settlements currency is equivalent to two shillings and four pence sterling.)

### REVENUE

The total revenue of the Education Department, all of which was collected by the Education Board, amounted to \$1,433,824.31, as follows:

	1936	1937
	\$ c.	\$ c.
Singapore ...	994,546 27(a)	998,028 39(b)
Penang ...	263,168 85	284,599 23
Malacca ...	78,526 33	148,376 98
Labuan ...	2,453 00	2,819 71
Totals ...	1,338,694 45	1,433,824 31

The details of the revenue are as follows:—

	School Fees	Education Rate	Miscellaneous	Totals
	\$ c.	\$ c.	\$ c.	\$
Singapore ...	230,695 00	472,184 14	295,149 25(b)	998,028 39
Penang ...	114,585 50	166,561 16	3,452 57	284,599 23
Malacca ...	26,200 50	120,488 28	1,688 20	148,376 98
Labuan ...	2,819 71	—	—	2,819 71
Totals ...	374,300 71	759,233 58	300,290 02	1,433,824 31

### EXPENDITURE

The expenditure was \$3,628,675.58. This was divided between Government (for Personal Emoluments and Public Works Department Expenditure) and the Education Board as follows:—

	Personal Emoluments	Education Board	P.W.D. Expenditure	Totals
	\$ c.	\$ c.	\$ c.	\$ c.
Singapore ...	763,322 67	732,382 86	96,530 50	1,592,236 03
Penang ...	682,146 22	527,646 96	150,254 00	1,360,047 18
Malacca ...	393,716 87	172,412 49	94,764 11	660,893 47
Labuan ...	14,717 00	781 90	—	15,498 90
Totals ...	1,853,902 76	1,433,224 21	341,548 61	3,628,675 58

(a) Includes Government Contribution of \$391,747.38.  
(b) Includes Government Contribution of \$288,556.99.



The net expenditure after deducting the revenue from school fees, Education Rate and miscellaneous sources was:—

				\$	c.
Singapore	...	...	...	801,207	64
Penang	...	...	...	1,075,447	95
Malacca	...	...	...	512,516	49
Labuan	...	...	...	12,679	19
Total	...			2,194,851	27

The relatively small net expenditure in Singapore is attributable to the much larger sum collected there than in the other Settlements by means of Education Rate.

The expenditure for the year 1936 was:—

		Personal Emoluments	Education Board	P.W.D. Expenditure	Totals
		\$	c.	\$	c.
Singapore	...	728,225	34	682,573	01
Penang	...	647,549	00	481,912	03
Malacca	...	379,726	59	173,950	38
Labuan	...	15,814	50	757	67
Totals	...	1,771,315	43	1,339,193	09
				198,613	28
				3,309,121	80

The position of the Education Board's finance was as follows:—

			\$	c.
Balance brought forward from 1936	...		452	44
Revenue 1937	...	...	1,433,824	31
Total	...		1,434,276	75
Expenditure 1937	...	...	1,433,224	21
Credit balance carried forward	...		1,052	54

Grants-in-aid paid to English schools totalled \$834,790. The amounts disbursed by Settlements were as follows:—

		1936	1937
		\$	\$
Singapore	...	396,738	401,922
Penang	...	322,810	328,162
Malacca	...	102,172	104,706
Totals	...	821,720	834,790

In addition \$1,200 was given to the Y.M.C.A. in token of swimming facilities granted to school children, and \$570 to the Aided Malay school on Pulau Bukom.



The amounts and corresponding percentages of the gross spent on the various branches are estimated as under (Appendix refers).

	Gross Expenditure \$	Percentage of Total Expenditure
English Education (Secondary) ...	986,845	25'3
English Education (Elementary) ...	1,801,240	46'1
Malay Education ...	793,269	20'3
Chinese Education ...	159,288	4'1
Tamil Education ...	18,964	'5
Commercial Education ...	40,663	1'0
Vocational Education ...	106,837	2'7
Totals ...	3,907,106	100'

The average amount of grant-in-aid per pupil on the average enrolment in Aided English schools was \$52.40 (£6 2s. 3d.), that is \$0.05 (1d.) more than in 1936. In Government English schools the cost per pupil was \$94.08 (£10 19s. 6d), that is \$2.65 (6s. 2d.) more. The average cost to Government of each pupil in a Government or Aided English school was \$65.42 (£7 12s. 7d). It should be noted, however, that the cost for Government schools given above does not include expenditure on passages and pensions.

The average cost per pupil in enrolment at the three Trade Schools was \$253.00 (£29 10s. 4d.), and the average cost per pupil in enrolment at the Penang Commercial School was \$138.40 (£16 2s. 11d.).

The grants-in-aid paid to Chinese Vernacular schools amounted to \$123,564.50 (£14,415 17s. 2d.), an increase of \$26,582.50 on the 1936 figure. This is equivalent to \$7.47 (17s. 4d.) per pupil on the average enrolment, a decrease of 26 cents (7d.) on the rate for 1936. The decrease is accounted for partly by the fact that some schools received grants at the lower rate, and partly by the fact that some new schools only received a grant for half the year.

The grants-in-aid paid to Tamil Vernacular schools was \$16,373 (£1,910). This represents an increase of \$5,830 (£680) on the amount of the grants paid in 1936.

A grant of \$1,550 (£180 16s. 8d.) was made to the St. Nicholas Home for blind and crippled children, in Penang; this was at the rate of \$100 (£11 13s. 4d.) per capita.

Appendices VIII, XIII, XVII and XIX refer.

## CHAPTER IV

### PRIMARY EDUCATION—BOYS

#### GENERAL

Primary education in English is supplied in the primary divisions of English schools, but as all English schools are part of the secondary school system, consideration of this type of education is deferred to Chapter V which deals with secondary education. The only purely primary schools are the vernacular schools. In them the medium of instruction is Malay, Chinese or Tamil. Malay is the vernacular of the country, while Chinese



and Tamil are the languages of immigrants though there are families speaking these tongues that have been settled in Malaya for generations. There are no Government or Government-aided schools purely for Europeans. The vocational schools are few and far between.

#### (a) PRIMARY EDUCATION IN ENGLISH

The English schools are either purely secondary schools, or secondary schools with primary divisions (like certain schools in the United Kingdom that have their own "Preparatory Schools" attached to them), or primary schools that prepare for and feed the secondary schools. Primary education is given in the first seven classes (Primaries I and II, and Standards I to V) : in these primary divisions or primary schools. English is the medium of instruction throughout, though it is a foreign language to all but a few children, mostly European or Eurasian.

#### (b) MALAY VERNACULAR SCHOOLS

In 1937 there were 171 Malay vernacular schools, the same number as in 1936. Twenty (including an aided school run by the Asiatic Petroleum Company on the island of Pulau Bukom), were situated in Singapore, 68 in Penang (45 in Province Wellesley and 23 on Penang Island), 80 in Malacca (one less than in 1936 owing to the amalgamation of two schools) and 3 (one more than in 1936) in Labuan.

In Singapore there were also two private schools; with an enrolment of 213, existing mainly for religious studies.

Except in Singapore most of the schools are rural and follow a curriculum specially devised to suit rural conditions. In Singapore, however, not only are the pupils themselves less homogeneous in type (the children of Boyanese, Banjarese, Javanese and other immigrants as well as the local Malays) but their home environments vary greatly. For this reason the town vernacular schools follow a modified curriculum with less attention to gardening than to handicrafts and with the inclusion of elementary English for selected pupils.

The average enrolment was 21,915 and the percentage of attendance 94.3, increases of 422 and 0.1 on the figures for 1936. (Appendix XV refers).

Where there are no girls' schools, girls are admitted to boys' schools. At the end of November there were 2,904 of these girls; 193 were in Singapore, 1,325 in Penang and 1,386 in Malacca; this is a decrease of 389 from the figure for 1936, but that is on account of the increased needs of the boys for there is an ever-increasing demand for education for the girls. Co-education is found on account of expediency and economy and not on account of a settled policy.

In Penang, 130 boys and 19 girls attending these schools were non-Malays.

Except in Singapore attendance is compulsory for boys between the ages of seven and fourteen who live within a radius of a mile and a half of the school and who have not passed the Standard IV examination. For the non-attendance of their boys parents or guardians may be summoned and fined, but such action grows less and less necessary from year to year. The co-operation of District Officers and Penghulus (local headmen) in the matter of attendance is much appreciated. In Singapore attendance at the Malay school is not compulsory; nevertheless it is excellent and the schools are full to overflowing. To meet the accommodation demands, far in excess of the supply, afternoon classes have been started in two Singapore schools.



The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided by Government. Parents, however, are often willing to erect a temporary school building if Government will supply the staff, and many schools have been started in this way. All pupils in Singapore and Labuan schools who are able to afford it pay a small subscription of five cents (just under 1½d.) a month which is expended in making additional provision for school games and in improving school amenities. Contact between parents and schools is sedulously fostered and the schools are accepted centres of village life and of the Malay community generally.

The aim of these schools is in the first place to give a sound primary and practical education to boys who will remain on the land and find occupation in local agriculture and to those who will probably find employment in work that does not require a knowledge of English, and in the second place to give boys who will later proceed to an English school a sound preliminary primary education in the vernacular. There is no formal vocational training, but the general policy is to give a sound primary education and at the same time to foster an interest in agriculture and in the life and work of the kampongs or villages. No English is taught in the ordinary school hours of the village school but in the city of Singapore in six schools selected boys of the right age who have shown promise in their Malay studies are put in special classes and learn English for five hours a week. These boys, provided they conform with the age limit and qualify in the Malay and English examinations, are eligible for free admission to English schools.

The ages between which under certain circumstances attendance for boys is compulsory (to which reference has been made above) are seven and fourteen, but parents who wish their children to receive an education in English in addition to that in Malay are beginning to realise the necessity for sending their boys to school at the age of five or six so that they may be able to pass out of Standard IV (*see below*) before they reach their eleventh birthdays and so qualify for free admission to the English school. While Malay parents are encouraged to give to their children a preliminary primary education in the vernacular, they are not debarred from sending them direct to the English school at the age of six on payment of the fees demanded from boys of other races.

The schools are usually open four hours a day (generally from 8 A.M. till 12 noon, but in some places later), six days a week (Saturdays to Thursdays, inclusive) and roughly 220 to 240 days a year. In Singapore, however, the schools are closed on Saturdays as well but they are open for half-an-hour longer each day; on Saturdays are held classes for teachers and also for pupils in special subjects such as handicraft and gardening. All schools are closed for about five or six weeks at the time of the "Puasa" (Fasting Month) and there are two other vacations each of two weeks in duration during the course of the year. It was formerly the custom to give short holidays at the times of rice-planting and rice-harvesting, but now the three holiday periods are spread more or less evenly over the twelve months. In most schools gardening, where it is taught, is done for half-an-hour before schools open.

The accepted length of the school course is four years, in which time the pupils pass through four standards. But in Malacca so many schools now have a Standard V that the normal length of the school course in that Settlement is five years. The desire of Malacca parents to send their children to school before the age of 6 and to keep them in school for several years after passing Standard Five strained staffing and accommodation to



the limit. Strict supervision of admission and departures was instituted and only selected boys likely to profit from higher work were allowed to remain in Standard V for two years. The rest of these were admitted to Standard VI. Fourteen of these Standard VI boys were formed in schools chosen on account of their central situation and sufficiency of accommodation. The curriculum of Standard Six placed emphasis on gardening and handicrafts. In Singapore insufficient accommodation precluded the addition of Standard Five in all schools but wherever possible these standards were added. The central Standard Six commenced in 1936 at Kota Raja School (a large school with 756 pupils), which was fed by selected boys from all schools, continued to give satisfactory results. The curriculum for the class was specially devised, with emphasis on manual work, to produce "handy" youths for shops and offices. English, essential to boys who seek such employment in Singapore, was also taught. In place of "Basic" English, taught in 1936, was substituted Standard English, the English which the boys will hear in the shops and offices where they work and for which local text-books are available. From this class pupil teachers were selected and the other boys found employment as tambies, peons, postmen, etc., through the special section of the department's Employment Bureau established to deal with such Malay school pupils. In Penang there was no Standard Six but there was a special English class at one town school, meeting in the afternoon, with an enrolment of 36.

At the end of November the numbers of boys in the different standards were as follows, those for the one aided school being included :—

Classes	ENROLMENT			PERCENTAGE OF TOTAL ENROLMENT		
	1935	1936	1937	1935	1936	1937
Standard I ..	4,751	4,433	4,509	25.2	22.1	23.8
" II ..	3,552	4,128	3,868	18.9	20.6	20.4
" III ..	3,343	3,703	3,713	17.7	18.5	19.6
" IV ..	4,068	4,558	3,747	21.6	22.7	19.8
" V ..	2,931	2,919	2,808	15.6	14.5	14.8
" VI ..	194	328	302	1.0	1.6	1.6
Totals ..	18,839	20,069	18,947	100.0	100.0	100.0

For the individual Settlements the figures for 1937 were as follows :—

Classes	ENROLMENTS			PERCENTAGE OF TOTAL ENROLMENTS		
	Singapore and Labuan	Penang	Malacca	Singapore and Labuan	Penang	Malacca
Standard I ..	1,047	1,779	1,683	31.9	22.4	21.8
" II ..	765	1,706	1,397	23.3	21.4	18.1
" III ..	661	1,572	1,480	20.2	19.8	19.2
" IV ..	528	1,913	1,306	16.1	24.0	17.0
" V ..	256	988	1,564	7.8	12.4	20.3
" VI ..	23	..	279	0.7	..	3.6
Totals ..	3,280	7,958	7,709	100.0	100.0	100.0



The curriculum in Standard IV in Penang was noted in 1936 Report was reduced largely on account of improved results in the Standard IV examination.

The subjects of the curriculum were, as last year, reading and writing (in both the Arabic and the romanised script), composition, arithmetic, geography, Malay history, hygiene, drawing, physical training, basketry and other forms of handwork and gardening.

All three Inspectors reported that Arithmetic was still the weakest subjects in all classes, though some improvement was shown as the result of special supervision and special teachers classes. Increasing attention to the subject at the Training College will, it is hoped, provide a future solution to this problem.

One hundred and sixty-five schools had libraries.

Physical Training continued to receive emphasis in all schools. The Malay boy enjoys drill and both he and his teacher are proud of the smart soldiers of the Malay Regiment and wish to emulate their precision and bearing. This is, in general, a stimulus but it has certain disadvantages as, for instance, in making teachers unwilling to encourage freedom and variety of movement and the enjoyment of exercise. In Singapore, the standard of the physical training was fairly good, but there was need for more expert guidance and for a Teachers' Refresher Course. A Course was begun at the end of 1937. Everywhere the usual annual drill and games competitions were held. The group competitions were organised entirely by the Malay teachers and attracted much attention from parents and other villagers. In Malacca most groups combined the event with a show of school garden and handicraft products. The Superintendent of Physical Education was stationed in Malacca for most of the year and his thorough inspection and training were reflected in the increased efficiency of teachers and pupils. Further reference to his training courses will be found in Chapter VII.

Chapter IX gives details of the games in Malay schools.

Basketry was the most widely practised handicraft, being taught in 168 of the 170 schools; as compared with 154 out of 171 in 1936. Most trained teachers are qualified to give instruction in the subject. Attention continued to be paid to the production of rough baskets for commercial use and in Penang 1,252 shovel baskets valued at \$126.56 (£14 15s. 3d.) were sold to various Government Departments. At the annual Agri-Horticultural Exhibition at Kuala Lumpur there were a large variety of school exhibits. Penang schools won ten certificates and five diplomas.

The handwork, other than basketry, to be found in the schools varied with the locality. Where crafts exist in the local kampongs (villages) they are encouraged in the schools, the aim being the introduction and promotion of what is likely to be of use in the kampongs. In 1937 such crafts were:—carpentry (8 schools), the making of mats, baskets, etc., from mengkuang (screw-pine) leaves (62 schools), weaving (2 schools), block-printing on cotton and silk (5 schools), stencilling on cotton and silk (2 schools), net-making (50 schools), chick-making (56 schools), book-binding (33 schools), soap-making (13 schools), hair-cutting (31 schools), soldering (5 schools), rope-making (37 schools), rug-making (3 schools), glass-painting (4 schools) and concrete-casting (9 schools). In Penang there is also a tailoring class subsidised by the Muhammadan Endowments Board.

The fourth annual exhibition of Singapore Malay Schools again attracted large numbers of visitors. It included handicrafts (both specimens and demonstrations of work), vegetables, plants, flowers, and cookery



products and demonstrations. There were large sales from the 11 sections which included a special section for village (adult) products.

In Penang exhibitions of handwork and vegetables were held at five centres and certificates were awarded for the best exhibits. The exhibits were very varied and the standard good.

In Malacca there were Exhibitions of schools garden and handicraft products in most groups, held in conjunction with the Group annual Drill and Games competitions.

Gardening in Singapore and Labuan showed slight progress. Attention was directed to the provision of manure without expense by the use of "compost" beds.

In Penang forty-eight schools had gardens, three had rice fields and eight had orchards.

In Malacca the high standard of past years was maintained. The Malay schools for the third time held a special Agri-Horticultural Show of their own and it was again a great success. Over 600 exhibits were received from the 72 schools with gardens. The Honourable Resident Councillor, Malacca, presented the chief awards and complimented teachers and pupils on the excellent standard attained.

Thanks are due to the Agriculture Department which again rendered invaluable assistance throughout the year.

Pupils are not only taught to work in the school garden but they are also encouraged to have home gardens. In Penang, 2,602 had home gardens in 1937 and in Malacca, 1,034.

Poultry keeping at Pengkalan Balak School, Malacca showed good progress. Health of stock and chick increase have been good, but the main aim, to show villagers that an improved poultry strain properly looked after will yield increased profits, has still to be fulfilled. Nine crossbred Rhode Island red cockerels were sold to villagers.

Empire Day and Armistice Day were celebrated in the usual way. There were Coronation celebrations at all schools.

The Standard VI examination was taken by 23 boys in Singapore and 278 boys in Malacca and only two boys failed. 2,692 boys sat for the Standard V examination—260 from Singapore and Labuan, 874 from Penang and 1,558 from Malacca—and 2,302 passed—130 in Singapore and Labuan 645 in Penang and 1,527 in Malacca. In Singapore 517 and in Penang 1,515 were presented for the Standard IV examination and the numbers that passed were 271 and 853 respectively.

The 169 Government schools were graded as follows:—Excellent 14; Good 102; Fairly Good 48; Fair 4; Unsatisfactory 1. The corresponding figures for 1936 were 18, 95, 39, 17 and 0. The conditions, the assessors and the criteria vary in the three Settlements but it is safe to draw the general conclusion that a good standard of work is being maintained.

At the end of November the number of teachers of all grades was 804, of whom 524 were trained, 103 were untrained and 175 were pupil teachers awaiting training. The corresponding figures for 1936 were 777, 486, 107 and 184. The average number of pupils per teacher was 28, as compared with 28.2 in 1936. The proportion of pupil teachers (43.5%) in Singapore was much higher than in Penang and Malacca and was a serious handicap in attempts to improve the schools. The problem is being met by increasing the number of Singapore admission to the Training College.



The Principal of the Sultan Idris Training College carried out the duties of the Assistant Director of Education for Malay Schools throughout the year, and Malay Assistant Inspectors of Schools assisted the European Inspectors in charge of Settlements in the administration, inspection and supervision of the Malay schools.

The vernacular schools form the source of supply for teachers. Selected pupils of the schools are first of all appointed pupil-teachers, when they are about 14 years old, on a salary scale of \$15 a month rising by annual increments of \$1 a month to \$20 (£21 a year rising by annual increments of £1 8s. a year to £28 a year). Between the ages of sixteen and eighteen these pupil-teachers sit for the examination qualifying for admission to the Sultan Idris Training College. This examination is competitive inasmuch as the number of places available yearly is limited and there are always many more candidates who pass than there are places. On obtaining places they proceed to the college for a three-year course at the conclusion of which, provided they have satisfactorily completed the work expected of them, they become "Trained Teachers". They are then employed as "Assistant Teachers". Later they may become "Head Teachers", each in charge of a school, and "Group Teachers", that is, supervisors of a number of schools. It is possible for Group Teachers of marked merit to be selected when vacancies occur for appointment as Malay Assistant Inspectors. The first appointment of this kind was made in Penang in 1937. The commencing salary for the lowest grade of trained teachers is \$30 a month (£42 a year) with a possible final salary of \$160 a month (£224 a year). Men who reach the status of "Head Teachers" are eventually placed on the pensionable establishment of the Government service; the retiring age is 55. Pupil-teachers who fail to gain admission to the training college are required to leave the service.

As in previous years, training classes for pupil teachers were held in all Settlements in order to bridge the gap between the standard of the final examination of the schools and that required for entrance to the Sultan Idris Training College. Satisfactory progress was made.

Mention is made in Chapter IX of the medical and sanitary inspection of Malay schools.

### (c) CHINESE VERNACULAR SCHOOLS

There are three types of schools:—

- (i) Those managed by properly constituted committees;
- (ii) Pseudo-public schools, i.e. schools organised by one or more teachers who choose their own "committee members", the principal teacher running the school to make what he can out of it, and the committee members being shop-keepers, etc., whom he persuades to lend their names in order that he may collect subscriptions on behalf of the committee of the "public" school. This practice is difficult to control without enacting legislation which may interfere, against the spirit of British law, with the liberty of the subject.
- (iii) Private schools run by teachers who rely on school fees, these schools being usually small and old in type. There are several "ping min" or free schools at which a nominal fee of 50 cents (1s. 2d.) a month is charged. The fees in other schools are usually about \$2 (4s. 8d.).



In almost all the private schools the native dialects of the pupils are still used in teaching, but in the other schools Kuo Yue or Colloquial Mandarin is the almost universal language of instruction.

English is taught in almost every school. There is such a demand from parents for English to be taught that even schools with only one teacher who has no qualifications to teach English state that English is one of the subjects in the curriculum.

At the close of 1937 there were 477 schools registered with the Chinese Branch of the Education Department (of which number three were Japanese), with 1,809 teachers and 40,293 pupils (of whom 10,620 were girls). The figures show increases during the year of 37 in the number of schools, 113 in the number of teachers and 3,636 in the number of pupils. Sixty-eight new schools were placed on the register and 2 old ones were reinstated, while 33 schools were struck off the register. The increase in the number of pupils and teachers during the year was partly due to the number of new schools but these schools were small and the main reason for increases was the expansion of existing schools. Registered schools were visited at least once during the year by officer of the Department.

There were no Government Chinese Schools. Government has assisted Chinese Vernacular Education by a system of grants-in-aid. Aided schools numbered 75, 38 in Singapore, 30 in Penang and 7 in Malacca. The average enrolment was 16,456 (5,166 being girls) and the average attendance was 15,624 (4,919 being girls), the increase over 1936 being 3,906 and 3,709 respectively. The total of grants paid was \$123,564.50 and the average cost to Government per pupil on enrolment was \$7.47, an increase of \$26,582.50 on the amount paid and a decrease of 26 cents on the average cost per pupil. The grants are paid on a graded rate per capita. The amount of grants paid shows the large increase in Singapore, where ten new schools received grants during the year. Aided schools were visited frequently on routine inspections by officers of the Department, and were visited twice in the year by the Chinese Inspectors of Schools for examination in connection with the grants-in-aid.

There were properly equipped kindergarten classes in the Chinese Kindergarten, the Nanyang Girls' High School and the Chong Hock Girls' School in Singapore; in the Chung Hua High School, the Hokkien Girls' School, the Li Teck School and the Sacred Heart Girls School in Penang; in St. David's Kindergarten in Malacca. There are also kindergarten classes in the Japanese School, Singapore.

The Primary Course in Chinese schools normally lasts for six years. The first four years are known as Lower Primary and the remaining two as Upper Primary. Many of the smaller schools have only the lower primary course. The Government has little of any control over the fees charged, the hours of attendance or the length of holidays, in any but the aided schools. The fees charged vary from 50 cents (1s. 2d.) to \$3 (7s.) a month. Poorer pupils are sometimes taken free, while a few schools are run by District Associations for the benefit of pupils from their district in China.

The qualifications of the teachers in these schools vary considerably. There are still some old fashioned schools where the teachers' only qualification is an education in the Chinese classics. The number of such schools is, however, decreasing year by year. In the new style schools, which form the great majority, most of the teachers, including nearly all who have received a higher education, have been educated in China. The Normal Classes of the local girls' schools provide many teachers for the lower classes



and the smaller schools, and it is hoped that schools will take increasing advantage of the training offered by these Normal Classes. Most of the teachers of English have been educated in the English schools of Malaya. The difficulty with regard to qualified English teachers, is that though there is an amply supply of qualified teachers, the smaller schools cannot find sufficient money to pay them an adequate salary.

There were three prosecutions in Singapore and one in Penang for offences under the Registration of Schools Ordinance. In each case the accused was convicted and fined.

#### (d) TAMIL VERNACULAR SCHOOLS

There are three types of Tamil Schools. The first consists of those schools, which form the majority, that are maintained by estates. The second consists of those schools maintained by Christian missionaries or Tamil religious bodies and committees. The third consists of proprietary schools that are run for profit by a proprietor-teacher. Most of the schools in the first two groups received Government grants. There are no Government Tamil schools in the Straits Settlements.

At the end of November the statistics of Tamil schools were as follows:—

Type of School	NUMBER OF SCHOOLS		ENROLMENT					
			BOYS		GIRLS		TOTAL	
	1936	1937	1936	1937	1936	1937	1936	1937
Aided .. ..	37	41	1,223	1,446	769	905	1,992	2,351
Private .. ..	25	25	564	627	260	359	824	986
Total .. ..	62	66	1,787	2,073	1,029	1,264	2,816	3,337

It will be noted that there was an increase both in the number of schools and in the number of pupils as compared with 1936. The number of girls going to boys' schools is large as there are no separate Tamil vernacular schools for girls.

The Government grant amounted to \$16,373 (£1,910 3s. 8d.) as compared with \$10,543 (£1,230) in 1936. This was at the rate of \$8 (18s. 8d.) for each pupil who fulfilled the conditions.

School hours are fixed at four hours a day, but, with special sanction the hours may be reduced. Most of the estate schools work for more than the four hours. A common arrangement is a three-hour session for the younger children in the morning and a three-hour session for the older children in the afternoon; these hours enable a reasonable standard of work to be maintained in all classes, even in one-teacher schools.

The full course lasts for six years, but few children complete the full course and the number of pupils in the higher standards is small. The



Numbers and percentages in the different classes in the aided schools at the end of November were as follows:—

Class				NUMBER IN CLASS BOYS AND GIRLS		PERCENTAGE OF TOTAL ENROLMENT	
				1936	1937	1936	1937
Primary ..	..	..	..	1,201	1,513	60.3	64.6
Standard I	..	..	..	312	329	15.7	14.0
" II	..	..	..	231	248	11.6	10.6
" III	..	..	..	143	146	7.2	6.2
" IV	..	..	..	94	88	4.7	3.7
" V	..	..	..	11	27	0.5	1.1
Total ..				1,992	2,351	100.0	100.0

The percentages in the private schools were about the same as those given above but they are not included because these schools are not examined class by class by Government inspectors as are the aided schools.

Some children go to school about the age of 5 or 6 and children as old as twelve and thirteen are to be found in the schools, but few pupils stay longer more than four years.

Education is entirely free in estate schools; in some the children receive free uniforms (usually paid for out of toddy shop profits or from the Labourers' Welfare Fund), and in a few schools children receive a gift of rice if attendance is satisfactory. In the mission schools and schools maintained by Indian Associations free education is also usually given to poor children. In proprietary schools the fees range from 25 cents (7d.) to \$1 (2s. 4d.) a month.

The subjects of the curriculum are reading, writing, dictation and arithmetic, and, in the higher classes, composition and geography. The standard of work varies greatly from school to school.

The regular inspections of the Assistant Inspector of Tamil Schools, appointed in 1936, resulted in general improvement being shown. The standard of work in Arithmetic and Geography showed special advance, though much remains to be done. Personal hygiene and health habits, so vitally important to estate school children, were taught, the lessons being pressed home through the medium of posters. Frequent demonstration lessons in physical training led to encouraging progress. Gardening was taught in 29 schools and a few gardens were properly enclosed. The Agricultural Department continued to assist with advice and instruction. Handwork (including clay modelling, paper folding, stick-laying and rope-making) was taught in some schools. One mission school in Penang had special vocational training in printing, tailoring and barbering for boys over twelve. Special efforts were made during the year to improve the attendance which was far from good at many schools. The Assistant Inspector of Tamil Schools addressed meetings of labourers on the subject.

In Penang, the appointment of the permanent Tamil Assistant Inspector led to a distinct improvement particularly in Arithmetic, Geography and Physical Training. In Malacca also the appointment of the



Tamil Assistant Inspector resulted in a better understanding between the Education Department and managers of schools, with the result that greater efforts are now being made to fulfil requirements with regard to school buildings and equipment. Structural alterations, at the suggestion of the Education Department have been made to six school buildings, and suitable text-books are in use in all schools. In one school broth is served to the children, free of charge, during the interval. In another, free school uniform has been supplied. There are signs that this interest in the physical welfare of estate school children is increasing. Teachers have been given an opportunity to learn something about physical training in schools, and with the engagement of a teacher who has taken a course under the Superintendent of Physical Education, it is hoped to encourage the wide spread inclusion of efficient physical training in the curriculum of estate schools.

At the end of November the number of teachers in the 66 registered schools was 113. Only 13 of these teachers held training certificates. This is largely due to the fact that the wages paid to the teachers are very low—averaging under \$20 (£2 6s. 8d.) a month. When a reasonable salary is offered it is usually easy to engage a teacher trained in India. A minimum standard of attainment was demanded from all applicants for registration as teachers and the examinations conducted for this purpose led to improvement in the quality of the teaching staffs.

One of the European masters, Mr. H. L. HODGE, was selected to fill the post of Inspector of Tamil Schools. He was sent to India during the year to learn Tamil and is expected to arrive in Malaya early in 1938.

## CHAPTER V

### SECONDARY EDUCATION—BOYS

#### (i) GENERAL

##### (a) *English Schools*

The English schools, i.e. those in which English is the medium of instruction in all subjects, are almost the only schools that can be regarded as giving a secondary education. There are, however, one or two Chinese schools that are secondary in nature or that have secondary classes and reference will be made to them later.

The English schools are either preparatory ("feeder") schools for secondary schools, or they are secondary schools with Primary departments or they are purely secondary schools. Of the last class there were six in 1937—Raffles Institution, the Cairnhill Anglo-Chinese School and the Victoria School in Singapore, the Penang Free School and the Anglo-Chinese High School in Penang, and the High School in Malacca. The aided missionary schools prefer on religious grounds to keep their pupils from infancy to adolescence and therefore they generally fall into the second class mentioned above, though in some instances the different departments are in separate buildings. A parent who sends his son to an English school almost invariably intends to keep him there until he passes the School Certificate examination.



The number of non-vocational English boys' schools and their enrolments at the end of November was as follows:—

	NUMBER OF SCHOOLS		ENROLMENT OF BOYS		ENROLMENT OF GIRLS		TOTAL ENROLMENT	
	1936	1937	1936	1937	1936	1937	1936	1937
Government Schools	22	22	8,160	8,147	141	154	8,301	8,301
Government After-noon Schools ..	4	4	872	1,012	7	14	879	1,026
Aided Schools ..	20	19	8,755	8,850	..	60	8,755	8,910
Non-aided ("Private") Schools ..	54	54	5,437	5,815	666	571	6,103	6,386
Totals ..	100	99	23,224	23,824	814	799	24,038	24,623

Including 146 boys in girls' schools, the total number of boys receiving an education in English was 23,970 as compared with 23,298 in 1936.

The number of Government and aided schools was 41 (Government 21 and Aided 20), 21 in Singapore, 14 in Penang, 5 in Malacca and 1 in Labuan. This number was one less than in 1936, a temporary diminution on account of the amalgamation of two Penang schools during the erection of a new building. Except for the Labuan school and one school in a large village outside Singapore all these schools are in towns.

The average enrolment was 17,485 (8,451 in Government and 9,034 in Aided schools), and the percentage of attendance was 95.8 (96.6 in Government and 95 in Aided schools), an increase of enrolment of 55 and a decrease of 0.1 in the percentage of attendance (Appendix I refers).

Pupils are admitted irrespective of race or class. They are not admitted until they are six years old and they normally enter for the School Certificate examination between the ages of sixteen and eighteen. Under careful safeguards double promotion is given and there are always some school candidates for the School Certificate examination who are fifteen or even younger.

Attendance at English Schools is not compulsory.

A few of the pupils in boys' schools were girls but co-education, however, is not the policy of the Education Department and the arrangement was permitted only where facilities for the education of girls in Government or aided schools do not exist.

A revised scale of fees was introduced in 1934. Newcomers to the first Primary Class pay \$36 (£4 4s.) a year. This rate is charged for the first seven years and \$72 or \$108 (£8 8s. or £12 12s.) a year is to be charged thereafter the rate depending upon the ability of the pupil. Fees are payable monthly. Reference is made in Chapter I to changes in school fees to become operative in 1938.

Details of free places granted to Malay pupils will be described later. Free education to other pupils was granted in necessitous cases, usually when owing to unexpected and unforeseen developments parents were unable to pay fees. Mission schools were permitted to give free education at Government expense to five per cent. of their pupils in classes up to and including Standard VI and to ten per cent. of the pupils in the classes above Standard VI.



The arrangement regarding free places for Malay pupils were briefly as follows. If they passed Standard IV in the vernacular school at an age enabling them to enter the English School before the age of eleven, they were accepted as free scholars. Some, in addition, were given scholarships of \$9 or \$10 a month (£12 12s. or £14 a year).

The remission of fees and the scholarships are subject to yearly revision and renewal is dependent on normal progress and good conduct. The number of boys and girls receiving free education or holding scholarships in 1937, was 2,484; 1,095 in Singapore, 1,063 in Penang and 326 in Malacca. The largest proportion of these free pupils and scholars were Chinese (1,134) and Malays (898).

Schools must open at least 191 days a year and their hours are either from 8 A.M. till 1 P.M. (most commonly) or from 8.30 A.M. till 12 noon in the morning and from 1 P.M. till 3 P.M. or later in the afternoon (the Roman Catholic Brothers' Schools and the Convents). Some schools with the single morning session open in the afternoon for preparation and extra classes. In 1937 the school year was divided into three terms, the same terms being observed by all schools. The longest vacation lasted from the 12th December, 1936 till the 17th January, 1937.

The classes, from the lowest upwards, are named Primary I, Primary II, Standard I, Standard II ..... Standard VII, the Junior Certificate Class and the School Certificate Class. There are normally eleven classes in the complete course and as a rule pupils spend one year in each. The Primary Classes and Standard One (in some schools, and Standard Two) form primary schools, or the primary departments of secondary schools, and Standards Two to Five inclusive form middle schools, or the middle departments of secondary schools. Of 16,997 boys enrolled in Government or aided schools at the end of November, 10,232 were in Primary or Middle departments (up to Standard Five inclusive) and 6,765 (of these, 2,144 in the Junior and School Certificate classes) in classes above these. The percentages of the total enrolments of each class as compared with the total enrolments of the schools at the same date were as follows:—

	ENROLMENT			PERCENTAGE		
	1935	1936	1937	1935	1936	1937
*Special Malay Classes ..	313	336	309	1.8	2.0	1.9
Primary I ..	1,625	1,661	1,856	9.5	9.8	10.9
Primary II ..	1,354	1,494	1,487	8.0	8.8	8.7
Standard I ..	1,592	1,502	1,652	9.4	8.9	9.7
" II ..	1,687	1,629	1,570	9.9	9.6	9.2
" III ..	1,831	1,625	1,631	10.8	9.7	9.6
" IV ..	1,936	1,927	1,727	11.4	11.4	10.2
" V ..	1,844	1,814	1,747	10.8	10.7	10.3
" VI ..	1,626	1,483	1,494	9.5	8.8	8.8
" VII ..	1,329	1,357	1,326	7.8	8.0	7.8
Junior Certificate Class ..	1,054	1,124	1,163	6.2	6.6	6.8
School Certificate Class ..	828	893	981	4.9	5.3	5.8
Commercial and Special Class ..	..	60	54	..	0.4	0.3
Totals ..	17,019	16,915	16,997	100.0	100.0	100.0

\* An explanation of these classes is given in a subsequent paragraph.



Primary I showed a still further increase upon 1936. There is an ever-increasing demand for admission to English schools. There was the usual drop in the numbers in Primary II as compared with the enrolment of Primary I in the preceding year; this is mainly accounted for by parents withdrawing their children either because the children have shown absence of linguistic aptitude or because the parents have found school regulations, with their rigid insistence upon regular and punctual attendance, too irksome to observe. Standard IV showed the usual increase upon the Standard III figures of the year previous on account of promotions from Special Malay Classes. Standard V showed a decrease of 200 on the Standard IV figures of the year preceding: normally there is an increase of about 100 owing to promotions from Special Malay Classes. The decrease was a reflection of economic conditions and was due to boys entering employment, the majority of those doing so being Chinese. From Standard Six onwards there was, as always, a steady drop in enrolment compared with the enrolment of lower standard in the preceding year, for the usual reasons namely the gradual absorption of boys into employment and the rigid selection at Standard V and Standard VII for promotion to Standard VI and the Junior Certificate classes respectively. Approximately 25% of the boys in the English schools complete the whole school course and pass the School Certificate examination.

Primary schools and primary departments have a syllabus suited to pupils in the first three years of their school career. "Activity" is the keynote and occupations take a large place. Handwork and art, singing, physical training and eurhythmics are given special attention. At the same time the special problem of beginning a foreign language is faced and there is constant experiment in method. From these schools the pupils are transferred to the middle schools that are the immediate "feeders" of the secondary schools. Boys are admitted to Primary I between the ages of six to eight inclusive.

The middle schools or departments take their pupils to Standard V and then in the Government school systems in Singapore and Penang each school is allotted a quota, fixed mainly in accordance with enrolment, to the secondary schools. The pupils recommended for promotion are finally selected by a Board consisting of the head of the middle school, the head of the secondary school and the Inspector of Schools. Malacca still retained an entrance examination for the selection of pupils to be promoted from the Government middle schools to the secondary school.

In Singapore the "Supervisor" system inaugurated in 1935 was continued. Under this arrangement a "Group Supervisor" (a European Master) and a "Primary Supervisor" (a European Mistress) regularly visit a group of Government "feeder" schools, with primary and middle departments, whose principals belong to the local staff. The work of the Supervisors is to advise, to stimulate, to teach in the schools and to conduct the Normal Classes for students in training for primary work.

The purely secondary schools take the pupils for the last four years of their ordinary school career and in them are to be found Standards VI and VII and the classes from which the boys enter for the Cambridge Junior and School Certificate Examinations.

The pupils in English schools come from all parts of the world. There may be as many as seven or eight different mother tongues represented in the normal enrolment of the lowest Primary class. Few children know English when they are admitted to that class. Even Malay the "lingua franca" of the country, is not known to many children of their age. In



consequence English, the medium of instruction, must be taught by the "Direct Method". The diversity of races (though not the diversity of tongues as those classified as "Chinese" speak a number of dialects and the "Indians" represent a number of languages) is shown by the following table, showing numbers at the end of November, 1937.

		Number	Percentage
Europeans and Eurasians	...	1,481	8.7
Malays	...	1,318	7.8
Chinese	...	11,975	70.5
Indians	...	2,012	11.8
Of other race	...	211	1.2
Total	...	16,997	100.0

Malay boys who come from vernacular schools after passing Standard IV are, as far as possible, placed in special classes in which they are given an intensive course in English. They spend two years in these special classes and at the end of that period they are expected to be fit to go into Standard III or Standard IV. Occasionally there are boys good enough to go into Standard V. They generally come from the Malay school with no knowledge of English, though in Singapore and Penang that language is now being taught to certain Malay vernacular school pupils, (see Chapter IV), but they have learnt arithmetic, geography, etc., and they are familiar with the romanised script. They concentrate on English during their first three years in the English school but Malay finds a place on their timetable after that and they always enter for Malay in the Junior and School Certificate Examinations. In Penang as an experiment 30 boys were permitted to enter the Special Malay Class from Standard Three in the Malay school. Twenty of them qualified for promotion. In the same Settlement a few boys were accepted as in past years, into a secondary school (the Free School), direct from Chinese vernacular schools and their work and progress proved satisfactory.

The usual school subjects were taught—English in all its branches, arithmetic, geography, history (stories of world history to begin with, English history in the middle school and British Empire History in the final secondary classes), handwork (drawing, arts and crafts), hygiene and physical training, and mathematics, in all schools. Pupils often enter for the examination in their mother tongues—Malay, Tamil, Chinese, Urdu, etc.,—in the Cambridge Examinations, but Malay is the only one of these languages taught in the schools. Latin is taught to boys who want to qualify for admission to the Queen's Scholarship examination or to boys who need it as a preliminary qualification for a career; the classes in this subject are frequently held outside the regular school hours.

In Singapore a creditable standard of work was maintained in Art. The Art Superintendent was on leave for most of the year but he inspected the work of schools on his return and was well pleased with the progress made during his absence. The work from the Primary classes showed much enthusiastic teaching and joy in execution. Imaginative drawing, supplemented by memory drawing and a little work from direct observation was carried out by all classes, and showed vigorous expression of thought and impressions. The results in paper modelling, applique, plastic modelling, decorative stitching and plain weaving were good. There was evidence of increase of initiative among teachers and of originality in the designs produced by quite young children. In the middle school the prescribed



syllabus was followed with special stress on observational and memory work. In Standard II and III pastel was in use. Plant study in pencil was good. All classes had prescribed handicrafts such as basketry, potato printing, marbling, book-binding, manuscript writing, wood staining and block printing. In the secondary school, the observational work consisted very largely of object drawing in pencil, the drawing of plant forms in pencil and colour work, leading up to those branches prescribed in the Junior and School Certificate syllabus. In Penang under the direction of the Art Mistress a variety of crafts was taught including leather work. Carpentry was taught by teachers who had taken short courses in that subject. In Malacca handicrafts and gardening were included on school time-tables but suffered from the continued absence of expert supervision and direction.

Reference is made to Hygiene in Chapter IX (a).

The Education Code requires physical training to be included in the curriculum of all classes. This is additional to the school games, to which detailed reference is made in Chapter IX B. The main difficulties arise from (1) lack of teachers sufficiently well trained (particulars of the training are given in Chapter VII) (2) absence of apparatus, necessary if the interest of older pupils is to be retained and if there is to be for them a properly regulated and progressive syllabus) (3) want of physical training halls or rooms, to permit the inclusion of floor exercises (an important part of the 1933 Syllabus of the Board of Education) and to provide a suitable place for physical training in Malaya where wet grass in the early morning and a relentless sun at other hours make outdoor training difficult. One experimental outdoor covered gymnasium was completed in Singapore during the year. In Singapore more attention was given to physical training than in past years because it was found possible to detail one of the European Masters with special physical training qualifications to organise and supervise this work. In Malacca where the Superintendent of Physical Training spent eight months of the year marked progress was made. Simple gymnastic apparatus was introduced.

The Master of Music appointed in 1936 was in Singapore throughout the year. He paid regular monthly visits to 19 Government and aided schools and stimulated interest in this important subject. Very definite progress was made and would have been greater but for a lack of capable pianists and insufficient equipment. Equipment is being provided but the lack of pianists is a handicap only time can remove. Detail of classes for teachers in this subject will be found in Chapter VII. The Master of Music was one of the two school representatives on the Children's Concert Committee of which Major E. A. BROWN, O.B.E., V.D. is the Chairman. This Committee did not arrange its usual programme of concerts for school children owing to the Coronation celebrations and other special factors. But two concerts, one a performance of Italian Grand Opera, were arranged.

In Penang singing was taught in all primary departments. In Malacca it was taught in the primary and middle departments of most schools. The standard at Bandar Hilir School, Malacca was unusually high, particularly in the Special Malay Classes.

The drama, most effective aid to language teaching and to self-expression, was much used, in its various forms, in the English schools. The lowest classes dramatised stories and acted simple plays. In the higher classes more ambitious efforts, such as scenes from Shakespeare or short modern plays, were attempted.

Raffles Institution (Government secondary school) was the only Singapore school with lecture-rooms and laboratories fully-equipped for the teaching of



science. Chemistry and physics are the subjects taught and pupils are entered for Physics-cum-Chemistry in the School Certificate examination. Classes are also held in the afternoon and on Saturday mornings for selected pupils from Aided schools. Several schools had rooms satisfactorily equipped for practical geography, meteorology and nature study. Nature study received special attention in the middle schools in connection with Art and gardening. Five schools had school gardens. A Committee of teachers, under the presidency of the Deputy Director of Gardens, who had been conducting classes for teachers for two years, prepared for use in the middle school a syllabus for Nature Study which was ready by the end of the year. In Penang, Science is taught to all classes in the Free School (Government secondary). It includes botany and zoology as well as chemistry and physics. There is a special science class for pupils who start science late. Increased practical work was done in both branches of biology. The afternoon classes for aided schools were continued and re-organisation was effected with a view to improving attendance. The museum at St. Xavier's Institution (Aided School) received many additions during the year. In Malacca, science was taught at the High School (Government secondary school), the only school equipped for it. Biology and botany, in addition to chemistry and physics, were taught. Science and non-science "sides" exist and the theory that there is a very high degree of correlation between ability in English and Mathematics on the one hand, and ability to study science on the other received strong confirmation during the year. Boys who showed themselves fit for science started it in Standard Five and will take Biology, Chemistry and Physics in the School Certificate examination.

Commercial subjects were taught at a number of schools but Raffles Institution, St. Joseph's Institution and the French Convent (in their Commercial Departments), Singapore, and the Government Commercial Day School, Penang, were the only schools fully equipped and staffed for the proper teaching of these subjects. A note on this work will be found in a separate section of this chapter devoted to vocational education. Some of the larger schools had facilities for book-keeping, shorthand and type-writing, and entered pupils for book-keeping and shorthand in the Cambridge Certificate Examinations but the intrusion of vocational training into the curriculum of the secondary school is not found to be successful.

There were Education Department Employment Bureaux in all centres. In Singapore and Penang posts were found for 143 and 43 boys respectively. Some of the large commercial firms restrict their recruitment to the Bureaux which are proving increasingly useful. In Singapore, the Bureau is not as yet used much by Government departments. It is clear that schools must undertake propaganda with pupils to correct inflated ideas regarding the initial salary that a boy should get who is untrained in the work he is about to do.

Other details deserving of record are—

- (1) Of the 41 schools, 33 had school libraries and 26 class libraries. In Singapore the Raffles Junior Library was well used though by slightly decreasing numbers as a result of improved school class libraries. The Malacca Junior Library served a useful purpose as a lending centre and reading room but it too is becoming subsidiary to the school libraries.
- (2) Six schools had cinematograph projectors. Arrangements were made on occasions for the local cinemas to show special programmes including films of educational value. The Medical



and Health Departments as in PERPUSTAKAAN showed films of  
propaganda value in schools. UNIVERSITI KEBANGSAAN

- (3) Sixteen schools maintained schools MALAYSIA most of them of a high standard, and all secondary schools, and many middle schools, had literary and debating societies.
- (4) Sixteen schools had thrift organisations and lectures by officers of the Co-operative Department on the work and aims of co-operative societies were given at all secondary schools.
- (5) Empire Day, Goodwill Day and the King's Birthday were celebrated by all schools. Reference was made in Chapter I to the Coronation celebrations.
- (6) In Singapore the third annual conference of Heads of Singapore Government and Aided English Schools was held. It provided a useful channel for the exchange of ideas on school organisation, method and practice. The Sub-Committee appointed by the Conference to prepare a Report on "Safety First" submitted its report at the end of year. It was a comprehensive and suggestive survey and is under consideration.
- (7) During the year a private school in Singapore with primary and middle departments, the Choon Guan English School maintained by the Presbyterian Mission, applied for a grant and will become a grant-in-aid school in 1938.
- (8) The Board of Managers of the Gan Eng Seng School (an Aided English school with primary and middle departments that has done useful work for fifty years) on account of financial embarrassment asked that the school should be taken over by Government and this will be done with effect from 1st January, 1938.
- (9) A short course for selected boys from English schools in Malacca was held at the Sungei Udang Farm School, Malacca in the month of May. It was a full week's course and was arranged not with the idea of preparing the boys for an agricultural career but to widen their interest in the life and welfare of the country and to extend their general knowledge. The bulk of the work was practical. They learnt the planting out of seedlings, terracing, uses of manure, vegetative propagation, tapping of rubber trees, manufacture of copra, pruning, weeding and grain clearing, vegetable planting, soil mixing, basketing of seedlings, rope making selection of eggs and poultry. This practical work was correlated with the theoretical work which included talks on the planting of permanent and annual crops, types of manure, soil conservation, seed selection, preparation of rubber sheet, pruning, uses of copra, crop rotation, pest and disease control, village industries, and the importance of agriculture in the production of raw material. The boys were very keen and the results of this course and of the one held in Bukit Mertajam (Province Wellesley) in 1934 should encourage all centres to arrange such courses. The most interesting immediate result in Malacca was the increasing attention to school gardens.

One thousand one hundred and fifty-four boys from the Government and aided schools sat for the Cambridge Junior Certificate Examination and 846 passed, a percentage of 73.4; the 1936 figures were 1,114, 740 and 66.4



respectively. In addition, there were 165 other candidates who entered privately or from private schools and of these 117, a percentage of 25.2, passed.

Nine hundred and fifty-three boys sat for the Cambridge School Certificate Examination, and 770 passed, a percentage of 70.3; the 1936 figures were 853, 512 and 58.8. In addition, there were 284 other candidates who entered privately or from private schools and of these 107, a percentage of 41.2, passed.

All except four of the 770 successful School Certificate candidates took the special examination for Malaya, which differs from the ordinary examination in demanding a pass in English and in not requiring a second language. But two hundred of the 770 successful candidates qualified for the ordinary certificate as well, that is they passed in a second language.

The spoken English of 25 per cent. of the weakest candidates for the Junior Certificate and of every candidate for the School Certificate was examined personally by the Chief Inspector of English Schools. Of 1,629 candidates for the Junior Certificate, 1,375 a percentage of 84.4, and of 1,194 for the School Certificate, 1,033 a percentage of 86.5 passed.

A few boys were superannuated in accordance with the departmental regulations that apply to both Government and Aided schools—namely that up to standard seven pupils must be rusticated who fail at the end of the school year to gain promotion twice, whether in one and the same standard or in two different standards, unless they are still within the prescribed age limits for the class when by special application they may remain in the class. Pupils who fail twice in the Junior Certificate or School Certificate examinations are also rusticated, subject to the same condition regarding special application. No pupils are allowed to remain in school after the end of the school year following that in which his nineteenth birthday occurs.

There was no diminution in the need for the Singapore Government "Afternoon Schools", the enrolment showing an increase of 17%. These schools (four in number) use in the afternoon the buildings of Government schools, which have morning sessions only. They accommodate pupils unable to gain admission to the morning schools and they are staffed by qualified and trained teachers who are without employment. Co-operation and liaison with the morning schools continued and as opportunity occurred promising boys from the afternoon schools were drafted into the morning schools. The enrolment of these afternoon schools in 1937 was 1,026 as compared with 879 in 1936. The total expenditure was \$40,485 and the total revenue \$37,875.

The numbers and enrolments of "Private", i.e. non-aided, English schools at the end of November were as follows:—

	No. of schools	Enrolment	Number of Girls included
Singapore and Labuan ...	40	5,186	529
Penang ...	9	872	33
Malacca ...	5	328	9
Total ...	54	6,386	571

At the end of November there were 278 teachers employed in these Private schools, 186 men and 92 women. Twenty-seven of the men and 7 of the women were locally trained teachers. Eighteen of them were



graduates of Indian universities and one was a graduate of Raffles College. In addition there were four who were students in local Normal Classes. The fees in most of these schools were the same as in Government and Aided schools but a few charged fees at a slightly higher rate with graded increases for higher classes. Four or five of the schools could be regarded as efficient. It was decided during the year to control these schools more effectively and to classify them as "efficient" and "non-efficient" and to issue certificates to "efficient" schools that desired them. This policy which will involve a special inspecting staff in Singapore will be implemented in 1938.

The number of teachers in Government and aided English boys' schools at the end of November was 662, 548 being men and 114 being women. All the untrained teachers (11 in number) except two were being trained in local Normal Classes. As the total enrolment of the schools at that date was 17,211, the average number of pupils to a teacher was 26; in 1936 this figure was 26.1. Ninety-one teachers (77 men and 14 women) were European or American; 22 of the men and 5 of the women were employed in Government schools. The women on the European staff in Government boys' schools teach or supervise in middle or primary schools, particularly in the primary classes (the first two years of school) and hold the Higher Froebel Certificate or some similar qualification. These qualifications are not required from missionary teachers, who are of two classes, (i) Members of Roman Catholic Monastic Teaching Orders who possess the teaching qualifications required by the Orders to which they belong, and (ii) Missionary Teachers who are not members of Monastic Orders and who as a rule possess British or American teaching qualifications. Five hundred and forty-seven of the 556 local teachers had satisfactorily completed a course of training in Normal Classes or higher institutions, and of that number 493 held in addition certificates of the standard of the Cambridge School Certificate at least; 25 of the local staff were graduates of universities and 55 were graduates of Raffles College, to which reference is made in Chapters VI and VII. The races of the 662 teachers were as follows:—Chinese 290, Eurasians 134, Indians 107, Europeans and Americans 91, Malays 23 and Others 16. Details of the recruitment and training of teachers will be found in Chapter VII d. Women teachers in boys' schools are on the same salary scale as similarly qualified teachers in the girls' schools (Chapter VIII B).

Trained local men teachers draw \$130 a month rising by annual increments of \$10 a month to \$300 (£182 a year rising by increments of £14 to £420). Five per cent. of the trained local teachers can be given superscale salaries of \$400 a month (£560 a year). Local teachers with degrees of Universities within the British Empire approved by the Director of Education receive in addition a pensionable allowance of \$25 a month (£35 a year) till promoted to superscale appointments. Men missionary teachers receive \$250 a month (£350 a year). European masters in Government schools receive \$400 a month rising by annual increments of \$25 a month to \$800 (£560 a year rising by annual increments of £35 to £1,120). For these European Masters there were a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

Government pays pensions to European Masters and Mistresses and trained local teachers in Government schools. The maximum pension that may be drawn is two-thirds of the final salary, and it is earned by thirty-five years' service. The normal retiring age is 55 though a man may be given permission to retire at 50 and a woman may be required to retire on reaching 45. Government and the lay teachers in the aided schools contribute equal amounts to provident funds established for the benefit of these teachers.



(b) *Chinese Secondary Schools*

The Chinese High School Singapore is the only purely secondary school for boys having what ranks as a secondary course namely a complete three year "Junior Middle" course, followed by one year of the "Senior Middle" course. It is a well-equipped school with laboratories for the study of Physics and Chemistry. The total number of boys in secondary classes was 830 (74 more than in 1936), 246 in Singapore, 493 in Penang and 91 in Malacca. There were other schools with secondary departments as well. The Chung Ling High School in Penang had a secondary department as well equipped and with as wide a course as the Chinese High School. The Chung Hua Institution and the Sino-Catholic School in Singapore had a secondary department providing a one-year post-primary course while in Penang the Chung Hua school and in Malacca the Pay Fong school have secondary departments providing a three-year "Junior Middle" course.

## (ii) VOCATIONAL

*Technical Education.*—There is no Technical School in the Straits Settlements, though there is one at Kuala Lumpur in the Federated Malay States to which students from the Straits Settlements are admitted. It provides courses in Surveying, and in Civil Mechanical, Electrical and Telecommunication Engineering. Its students are eligible for appointment as Technical Subordinates in the Public Works, Railway, Electrical, Posts and Telegraphs and Survey Departments. There were technical classes in the Straits Settlements in connexion with the Government Evening Classes to which reference will be found in Chapter X under "Adult Education".

*Commercial Education.*—The Commercial Departments of Raffles Institution, St. Joseph's Institution and the Convent of the Holy Infant Jesus in Singapore, and the Government Commercial Day School in Penang, were the only Government or aided schools with complete commercial courses. The students who were admitted were required to hold the Cambridge Junior Certificate as a minimum qualification; In Penang every student admitted except one had passed the School Certificate examination. The Anglo-Chinese Secondary School in Singapore gave, outside the regular school hours, tuition in Book-keeping and Shorthand to selected pupils from Standard Seven upwards and there were candidates from this school taking these subjects in the Cambridge Local and the London Chamber of Commerce examinations but the intrusion of vocational subjects into the curriculum of the secondary department is not encouraged.

In Singapore, there are four private commercial schools with day and evening classes providing a commercial course. Their enrolment was 736 including 107 girls. These schools are conducted much more efficiently than the parallel private "English" schools. There was a phenomenal increase of 264% in the enrolment of private commercial schools due partly to the opening of a branch of a commercial school of world-wide repute (Pitman's College) and partly to the growing custom for pupils on leaving English schools to study commercial subjects while seeking employment.

Commercial students enter for the examinations of the London Chamber of Commerce Examinations which are held twice a year. In Singapore 265 candidates, with a subject entry of 693, entered for the Spring Examination and obtained 413 passes (59.6%) including 146 "distinctions"; at the November Examination there were 654 candidates, 1,569 subjects entries and 983 passes (62.7%) including 264 "distinctions".

At the Government Commercial Day School, Penang, which has been a separate entity since 1928, the average enrolment was 118 and the average



The words "student" and "pupil" are used in the school between those taking the two-year course and those taking the one-year course. In general a "student" holds at least the Cambridge School Certificate or its equivalent, whereas no more is required of a "pupil" than that he should have passed the highest standard in a Malay vernacular or the fifth standard in a local English school. The fees for the two courses to students from the Federated Malay States and Straits Settlements are \$90 (£10 10s.) and \$45 (£5 5s.) a year respectively, but to students from elsewhere they are \$420 (£49) and \$210 (£24 10s.) a year. Boarding charges in 1937 were about \$12 (£1 8s.) a month. Excluding the cost of transport to and from the school, a sum of \$250 (£29 4s.) a year is sufficient to meet the cost to a student taking the two-year course, and a sum of \$175 (£20 10s.) to meet the cost of the one-year course. The Governments of the Federated Malay States and Straits Settlements give a number of "major" and "minor" scholarships each year, for the two-year and one-year courses respectively. There are also other scholarships. The average cost of running the school in 1937 was approximately \$608 (£70 18s. 8d.) per student. There is accommodation for a total of 80 students and pupils and the number of "students" in residence at the end of 1937 was 68 (of whom 13 were private and fee-paying), and the number of "pupils" was 24 (all Government pupils or scholars). Of the 68 in residence, 31 were Malays, 14 Chinese, and one of other race; they came from the Federated Malay States, the Straits Settlements, Johore and Trengganu. In April, 22 completed the two-year course and 32 the one-year one, and left the school; the majority found early employment: some were given Government posts; The rubber Research Institute engaged six, and various rubber estates three of the "students".

## CHAPTER VII

### TRAINING OF TEACHERS

#### (a) TEACHERS IN MALAY VERNACULAR SCHOOLS

In Chapter IV *b* reference was made to the selection of boys from the Malay Vernacular Schools as pupil teachers and the preparation they receive for the Entrance Examination of the Sultan Idris Training College. These pupil teachers enter for the examination between the ages of 16 and 18, the maximum age of admission to the College. The best candidates from each State are selected, in accordance with the allotted quota of admissions. The College provides a three-year course which includes, in addition to formal professional training, higher education in the Malay language and literature, Malay history, geography, mathematics, hygiene, physical training, art, basketry, and religious knowledge (instruction in the Koran). Graduates of the College are designated "Trained Teachers".

The foundation of the Sultan Idris Training College in 1922, in place of two older colleges, one at Malacca and one at Matang, is described in Part I of this Report. It receives students from all parts of the Peninsula and from Sarawak and Brunei. The cost of the establishment is borne by the State of Perak in the first instance and is subsequently apportioned between the States of the Federation, the Straits Settlements and the Unfederated Malay States. The amount paid by the Federated Malay States and Straits Settlements respectively is proportionate to the number of students from each, while the Unfederated Malay States pay a fixed sum for each pupil.



A Translation Bureau is attached to the College which translates into the vernacular and sees through the press text-books for the schools and also a variety of novels and books of general interest.

Mr. D. R. SWAINE, Principal of the College was on furlough until 11th April, 1937 and from 22nd July, 1937 until the end of the year was officiating as Chief Inspector of English Schools, S.S. and F.M.S. During his absence Mr. J. PEARCE, the Master of Method, who went on furlough in November, and Mr. G. BURGESS, Art Superintendent acted for him. The Superintendent of Physical Education, S.S. and F.M.S. was posted to the College in November. At the end of the year there were also on the staff 17 Malay assistant masters and two religious instructors.

At the beginning of 1937 there were 363 students in residence, while at the end of the year the number was 365, including one Kedah Probationer Translator and two Probationer Malay Assistant Inspectors of Schools. The corresponding figures for 1936 were 361 and 363. One hundred and sixty-three of the students were from the Federated Malay States, 108 from the Straits Settlements, 87 from the Unfederated Malay States; two from Brunei and two from Sarawak. In addition there were four students taking a Post Graduate Course and four craft students.

The general health of the students was satisfactory. There were 193 hospital admissions compared with 184 in 1936: the increase was mainly due to influenza. Malaria affected only 12 students as compared with 28 in 1936. One student died, from pneumonia and pleurisy following influenza. Three visits were paid by the Dental Surgeon, Perak and 129 students were examined and 187 treatments given. The general physique of the students showed slight improvement.

One hundred and nineteen third-year students in the College passed the final examination of the course and all were awarded certificates as follows:—

First Class	...	...	...	...	1
Second Class	...	...	...	...	90
Third Class	...	...	...	...	28
Total					119

as compared with three, 87 and 26 respectively in 1936. Of the 119 students, seven were from Singapore, 14 from Penang, and 14 from Malacca. The improvement in the standard noted in the past two or three years was maintained. No candidates failed. There was only one First Class certificate but there were a number of candidates who just missed qualifying for the higher class. The results in Literature were good and in the Language section the average marks were good though a number of candidates did not do well. The language teaching is developing along new lines and the Translation Bureau, from which the teachers of this subject were drawn, was engaged during the year in preparing a new Malay Grammar which should be of great help. The results in History were not satisfactory. In Arithmetic and Geometry the standard could not be classed as higher than fair: the question paper was of about the same standard of difficulty as the same subject in the Cambridge School Certificate examination. The standard in Geography was most encouraging, the number of stereotyped answers being few. In Writing and Drawing very good results were obtained; they are subjects for which Malays have special aptitude. Theory and Practice of Teaching were good. But more time and supervision for practical teaching are required and the Practising School is far too small



for the present enrolment of 285 (including 99 girls). Both Hygiene and Physical Training were satisfactory. There were three failures in Manual Training (gardening and basketry). The high standard of past years in practical gardening was maintained and the basketry was excellent.

In the second year examinations, all the students, 125 in number (including two Probationer Malay Assistant Inspectors) passed. Mathematics was the weakest subject. In the first year examination there were 120 candidates and all qualified for promotion to the second year class. There were eight failures in the General Science section (Mathematics and Geography) and two failures in the Manual Training section (Gardening and Basketry).

There were no notable changes in the Craft School during the year but further research was carried out in each field of work. The Japanese technique known as Yuzen printing, introduced in 1936, was developed to a high pitch though difficulty was experienced in preparing materials locally when further supplies could not be obtained from Shanghai. At the end of the year genuine Javanese batek (wax printing with copper blocks and dyeing) was started and the staff was increased by the appointment of a skilled block-maker and a printer. The craft aroused much interest among the Malays. The tools and materials necessary are cheap and simple and quite within the reach of the pocket of the dweller in the kampong (village). It is a slow process compared with machine printing but no machine can imitate the peculiar qualities of a genuine hand-made batek and there is no doubt that the average Malay discriminates in favour of the genuine article when his pocket will allow it. The pottery section of the school continued successfully. A new glaze was developed during the year prepared from an ore found on a mine in Penang. The silver section was strengthened by the appointment of one of the old Kuala Kangsar silver-smiths who turned out articles of a high standard of craftsmanship. The weaving section followed along the lines of past years. In the minor crafts section, work was done in carpentry, chick-making, book-binding, lamp-shade making and tailoring and provided employment for a number of local workers. The total value of the sales in the various sections of the Craft School and from basketry amounted to \$1,101.35 (£128 9s. 10d.) as compared with \$1,103.35 (£128 5s. 2d.) in 1936. Over 70% of this amount came from the basketry which is not a specialised craft school section but is learnt by all students.

Indoor and outdoor games were played as usual. Association football was the major game in the first term, that is up to May, and hockey for the remainder of the year. There were inter-house competitions in these two games and in volley ball, badminton and "sepak raga jubilee" (sepak raga is a local basket ball game and "sepak raga jubilee" an adaptation introduced in Negri Sembilan during the Jubilee year of King George V.). In the indoor games table tennis and chess took pride of place but draughts and bridge were also played.

The strength of the College volunteers (The Sultan Idris Company, Federated Malay States Volunteer Forces) was six officers and 135 other ranks, and 22 bandsmen. Interest in shooting was maintained. All except four qualified in Table B, Part I; 97 (27 marksmen) qualified in Table B, Part II; 40 fired the Lewis Gun course and of these two were marksmen, 22 were placed in the first class, 15 in the second class and one in the third class. The company went into camp at Port Dickson for seven days and several field days were held locally during the year.

There were six Scout Troops with a total strength of 159 including six officers. Forty-eight entered for and passed the Tenderfoot tests: 70



entered for the Second Class tests and all except five passed. Owing to shortage of officers there was no training for proficiency badges and for the same reason no First Class tests were held. A representative contingent of 67 went to the All Malaya Coronation Jamboree which was held at the College in April and was attended by 1,200 scouts from all parts of Malaya. Malayan Scout Headquarters reported most favourably on the help given before, during and after the Jamboree by officers and scouts from the College.

The cost per student, exclusive of transport, was \$306.13 (£35 14s. 4d.) as compared with \$268.09 (£31 5s. 7d.) in 1936. This figure does not make allowance for depreciation of buildings for leave salary and passages of masters or for pensions but it includes the cost of maintenance of buildings.

The Translation Bureau was responsible for publishing or reprinting 16 school books, 14 of which were available for schools before the end of the year. There were 16 other new or revised editions of school books in preparation and not completed. Eighty-seven bills, enactments and documents of various kinds, mostly of a legal nature, were translated for State Secretariats and for Government Departments.

His Highness the Sultan of Perak visited the All-Malaya Scout Jamboree held in April and later in June paid an official visit to the College. The Rulers of all the Unfederated States kindly presented photographs of themselves to be placed in the Main Hall with those of the Rulers of the States of the Federation.

In Singapore, post-normal courses for teachers continued to be held on Saturday mornings throughout the year and in addition to school subjects and practical teaching for all teachers included carpentry and silver work for selected teachers. A short course in Physical Training was held at the end of the year to demonstrate the types of lessons that should be included in the physical training scheme for Malay schools. The Singapore Malay Teachers' Association had a full programme of professional, social and athletic activities and published its annual journal ("Saujana"—"The Far Prospect") for the third year.

In Penang, a carpentry class for 12 selected teachers was held. The Penang Malay Teachers' Association, to which all Penang teachers belong, was provided with headquarters in the top storey of the new Hutton Lane Malay School.

In Malacca, there were informal discussions of teachers every month and formal discussions at the half-yearly teachers' meetings. Handwork classes for selected teachers were conducted by teachers who had returned from the special post-graduate course at the Sultan Idris Training College. While he was in Malacca the Superintendent of Physical Education conducted teachers' classes and as a result of the qualifying tests 175 out of 204 teachers were awarded certificates. There is a strong Malacca Malay Teachers' Association.

#### (b) TEACHERS IN CHINESE VERNACULAR SCHOOLS

There were no training classes for men in the Straits Settlements. Locally trained men would not be able to compete with the normal trained and university trained Chinese teachers who come from China in great numbers. Teachers of English were usually ex-pupils of the local English schools.

#### (c) TEACHERS IN TAMIL VERNACULAR SCHOOLS

There were no classes or institutions in the Straits Settlements for supplying training to these teachers.



### (ii) TEACHERS IN ENGLISH SCHOOLS

Locally appointed teachers in English schools as in 1936 were recruited from two sources—

- (a) Raffles College graduates (men and women) for middle and secondary departments from Standard Two upwards).
- (b) Teachers (women only) who have completed the three-year Primary Normal Class Course (for Primary and Standard One). Details of this Course will be found in Chapter VIII.

There were 11 students (Raffles College graduates) taking the Fourth Year Course in Education at Raffles College. In the conduct of this Course, officers of the Education Department take a large share and the practical teaching and observation are done in Singapore schools, the staff of which collaborate with the Professor of Education.

The extensive and valuable scheme of Post Normal training was continued in Singapore. There were eight different courses, many of them conducted in conjunction with the Singapore Teachers' Association. The First Aid and Home Nursing Course was conducted by the local branch of St. John's Ambulance Society; the History course by the Professor of History, Raffles College; the Malayan Animal Life course by officials of Raffles Museum; the Systematic Botany course (an advanced class following the 1936 Malayan Plant Life course) by the Assistant Director of Gardens. The Master of Music conducted special courses for teachers and formed a Teachers' Choir that met regularly throughout the year and sang with great acceptance at a number of public functions. The Singapore Teachers' Association continued its professional, athletic and social activities. Its annual journal ("Chorus") maintained the high standard of past years and has now established itself as the mouth-piece of teachers in the English schools throughout the Peninsula. At the end of the year the usual public entertainment, including two short plays, vocal and instrumental items, was given.

In Penang the science and carpentry courses for teachers held for some years past were both continued in 1937.

In Malacca, the Superintendent of Physical Training held regular training classes and 47 teachers attended and satisfactorily completed the course. The classes for selected teachers in phonetics and verse-speaking, started in 1936, were also continued.

## CHAPTER VIII

### FEMALE EDUCATION

#### A.—PRIMARY EDUCATION

A primary education for girls could be obtained nearly everywhere either in girls' schools proper or in mixed schools or in boys' schools. Most vernacular boys' schools admit a few girls but the regulations prescribe that the girls may not remain in boys' schools after the age of 12.

##### (a) Malay Vernacular Schools for Girls

The number of Malay girls' schools was 48, four more than in 1936. Six of these were in Singapore, one in Labuan, 29 in Penang (one more than in 1936) and 12 in Malacca (three more than in 1936).



The average enrolment for the year was 3,169 and the percentage of attendance 92.4, an increase of 203 in the enrolment and of 1.4 in the percentage of attendance as compared with 1936. In addition there were girls in boys' schools. At the end of November the total number of girls enrolled was as follows:—

			Number	
			1936	1937
In girls' schools	...	...	3,334	3,380
In boys' schools	...	...	3,293	2,904
Total	...	...	6,627	6,284

The girls represent nearly 25% of the total number of pupils in Malay vernacular schools at the end of November but it will be noticed that while there was an increase in the number of girls in girls' schools there was as compared with 1936 a decrease of 343 in the total number of girls receiving education. This is due entirely to the reduced number of girls in boys' schools. As explained in Chapter IV this is not on account of any diminished demand for education for the girls, which is increasingly popular, but it is solely on account of the increased need of places for boys.

In Singapore three and in Malacca seven girls' schools were held in the boys' schools in the afternoons. This obviously undesirable arrangement was rendered necessary by the exigencies of accommodation. It had a bad effect on attendance and work.

In Malacca as an experiment three schools were organised as mixed schools with separate girls' and boys' sections but with some work done in joint classes. As in Penang, where the arrangement was started a few years ago, there was improvement in the organisation and work compared with that existing where there are separate girls' and boys' schools, but the system was viewed with disfavour by some of the parents. It would appear that while there is no objection to sending girls to boys' schools where no girls' schools exist there is an objection to organised contact between girls' and boys' schools.

As in the Malay vernacular boys' schools (see Chapter IV), education supplied is entirely free. The school terms and hours followed those for the boys, as described in Chapter IV. The full course normally lasts for four years, but there is a fifth year in some schools. The details of the numbers in the various classes were as follows, at the end of November:—

Class	IN GIRLS' SCHOOLS		IN BOYS' SCHOOLS		IN GIRLS' AND BOYS' SCHOOLS	
	Number	Per cent.	Number	Per cent.	Number	Per cent.
Standard I	1,097	32.7	888	30.7	1,985	31.8
" II	881	26.2	793	27.4	1,674	26.8
" III	711	21.2	603	20.9	1,314	21.0
" IV	536	16.0	415	14.3	951	15.2
" V	132	3.9	193	6.7	325	5.2
Special Class	..	..	..	..	..	..
Totals	3,357	100.0	2,892	100.0	6,249	100.0



A comparison of the enrolments of each class in 1937 with the correspondingly lower class in 1936 from which promotions were made shows that the old had habit of keeping girls at school for a year or two is disappearing and that most of the girls now complete a four year course.

The curriculum was similar to that of the boys' schools with a rather easier syllabus in most subjects and with needlework, for which there was a full and detailed syllabus, in place of basketry. Progress in the girls' schools is necessarily slow on account of the large proportion of untrained teachers but conditions will gradually improve as the result of the Malacca Training Centre. At present the progress varies with the standard of scholarship and teaching ability of their teachers, and a wide difference in the quality of the children's work was to be found in each Settlement. The schools lacked expert direction and supervision. This has been the position since 1933 when the appointment of Lady Supervisor of Malay Girls' Schools was abolished. The ordinary inspecting staff gave as much help as possible but men lack the first-hand acquaintance with the needs and capacity of the pupils that is essential if inspection and control are to be satisfactory. To remedy this defect it has been arranged that the staff of the Malay Women Teachers' Training College should undertake occasional inspection tours during the College holidays in order to keep in touch with the work done in the schools and help to keep each State and Settlement informed of new methods and experiments being tried out elsewhere. It is not possible for them to carry out complete inspection of all the Malay Girls' Schools but when a new Domestic Science mistress arrives in Penang early in 1939 she will be able to give adequate inspection and supervision to schools in that Settlement. It will also be possible to make suitable arrangements in Singapore.

The following activities were found in the girls' schools—gardening five schools (two Singapore, three Malacca); mengkuang (screw-pine) mat and basket making, 27 schools (six Singapore, 18 Penang, three Malacca); lace-making, 39 schools (27 Penang, 12 Malacca); laundry-work, nine schools (all Malacca); batek work, four schools (one Singapore, three Penang); and cookery, 12 schools (three Singapore, nine Malacca).

In Singapore, the Rochor Girls' School, a school providing a two-year course for selected pupils from all the Malay Girls' schools in Singapore, continued to progress. The curriculum of the school includes English as well as Malay, but places special emphasis on art and handwork, nursing, cookery, needlework and homecraft generally. The Government Health Department again gave valuable assistance in the teaching of nursing and hygiene. From this school are now drawn all the recruits for the teaching profession and in consequence the new pupil teachers are far superior to the old. Twenty-one girls qualified for the award of certificates on completing the Rochor school course (Standard VI) in 1937.

One hundred and twenty-four girls (26 Singapore, 84 Penang, 14 Malacca) qualified for Standard V certificates and 287 for Standard IV certificates (53 Singapore, 134 Penang, 100 Malacca).

Forty-seven schools were graded as follows:—Excellent six, Good 14, Fairly Good 23, Fair four, Unsatisfactory 0. In 1936 the corresponding figures were six, 14, 19, four, 0. The Rochor Girls' School Singapore was not graded with the other schools. The grading showed that the standard of past years had been maintained but the grading in the different Settlements could not be accepted as giving any basis of comparison as there was variation in conditions, assessors and criteria.



The report on the Malacca Women Teachers' Training Centre will be found in Appendix XXIII of this Report.

In all three Settlements there were special post-normal classes for the women teachers.

At the end of November there were 139 teachers, one of whom was a Class II English School teacher (officiating as Headmistress of Rochor Girls' School, Singapore), one was a handwork teacher, 14 were trained teachers, and 123 were untrained teachers.

Women teachers in the lowest grade (there are three grades) start on a salary of \$15 a month (£21 a year), and they may eventually receive a salary of \$60 a month (£84 a year) in the highest grade.

#### (b) Chinese Vernacular Schools for Girls

As for Chinese boys, so for Chinese girls, there were facilities for primary vernacular education in all but the very smallest villages. Many of the Chinese boys' schools take girls under the age of 12 in their lower classes, while there are some large schools exclusively for girls. In 1937 the total number of girls attending Chinese vernacular schools was 10,620, that is 946 more than in 1936. The proportion of girls to boys receiving a Chinese vernacular education was 1 to 2.79.

Secondary education for girls is generally provided in the form of Normal Classes. The Nanyang Girls' High School in Singapore had a three-year Normal course after the "Junior Middle" course. In Singapore three schools and in Penang two schools had post-primary normal classes. The Hokkien Girls' School, Penang has had a four year course for some years and during 1937 three other schools were also persuaded to extend their normal course from three to four years. Regulations and a syllabus for these classes were prepared. One school in Malacca also started a normal course. One school in Penang had training classes for Kindergarten teachers. The number of girls receiving a secondary education at the end of the year was 514, as compared with 460 in 1936, and of these 347 were in Singapore and 167 in Penang.

#### (c) Tamil Vernacular Schools for Girls

The Convent Tamil School, Penang, was the only Tamil school that claimed to be a girls' school, and even in this school about one-third of the pupils were boys. A proportion of the children in this school were orphans maintained at the Convent. The average enrolment of this school in 1937 was 200 girls and 120 boys. Girls are however admitted to nearly all boys' schools and there were in 1937, as shown in the table in Chapter IV, 905 girls in aided and 359 in private schools; in all 1,264 girls were receiving a Tamil vernacular education, a proportion to the boys of 1 to 1.6.

### B.—ENGLISH EDUCATION

Most English girls' schools were self-contained having all classes from the bottom to the top, that is including primary, middle and secondary departments. Three schools had only primary and middle departments. In general the schools are organised along the same lines as the boys' schools as described in Chapter V above.

There were 16 controlled schools, the same number as in 1936. Of these, two were Government schools, one in Singapore and one in Penang. Of the remaining 14 aided schools, six were Convent schools of the French Order of the Dames de St. Maur, five were schools under the management of the Methodist Episcopal Church of America, two were Convent schools



of the Italian Order of the Canossian Institute and one school was managed by a Chinese committee representing the Straits Chinese community in Singapore. Six of the schools were in Singapore, five in Penang and three in Malacca. All were city schools with the exception of two that were in large centres (one at Butterworth, and one at Bukit Mertajam) of Province Wellesley, Penang.

The average enrolment for the year was 7,921 that is 211 more than in 1936, and the percentage of attendance 96.1, that is 0.5 better than in 1936. There were also some girls at boys' schools; at the end of November they numbered 214; co-education is not the policy of the Education Department but in outlying districts, where there are no girls' schools, it is permitted. The proportion of girls to boys attending Government and aided schools at that date was 1 to 2.1. In 1936 the figures corresponding were 1 to 2.2. There were 27 boys in the girls' schools but all admissions of boys are to be stopped on account of the accommodation problem created later when they have to be found places in the boys' schools.

In addition to these Government and aided English girls' schools there were 14 private girls' schools—nine in Singapore, three in Penang, and one each in Malacca and Labuan. These had an enrolment of 1,481 girls and 119 boys, with a staff of 73 women, eight of whom were Europeans, two were locally trained teachers and 63 were untrained.

The total number of girls attending English schools at the end of November was as follows:—

		<i>Number of Girls</i>	
		1936	1937
Government girls' schools	...	989	1,008
Aided girls' schools	...	6,572	6,765
Private girls' schools	...	1,066	1,481
Government boys' schools	...	141	154
Government "afternoon" schools	...	—	14
Aided boys' schools	...	—	60
Private boys' schools	...	666	571
Totals	...	9,434	10,053

Pupils are admitted to the schools at the ages and under the conditions indicated for the boys in Chapter V. The average age of the classes is slightly higher than in the parallel classes for boys, chiefly because the accommodation for girls is more limited and admission is in consequence sometimes delayed. Attendance is not, of course, compulsory.

The fees were formerly \$24 (£2 16s.) a year for the first six years, i.e. for the years spent in the two Primary Classes and in Standards I to IV, and \$36 (£4 4s.) a year for the period remaining. A revised scale of fees was introduced in 1934. Newcomers to the first Primary Class pay \$36 (£4 4s.) a year. This rate is charged for the first seven years and \$72 or \$108 (£8 8s. or £12 12s.) a year is to be charged thereafter, the rate depending upon the ability of the pupil. Reference is made in Chapter I to changes in school fees to become operative in 1938.

Free education, as in the case of the boys (Chapter V) was given on compassionate grounds. Malay girls, who had passed Standard III in a vernacular school, and were of reasonable age, were granted free education in an English school subject to the conditions governing the grant of free education to the boys (Chapter V). These Malay girls are few in



number and so special classes cannot be formed for them as for the boys, but they receive what special treatment is possible since it is imperative that they should progress in English as rapidly as they can if they are to take their place and hold their own in the higher classes with girls of their own race.

At the end of November there were 7,773 girls in Government and Aided schools. Of these 6,658 were in the classes up to Standard V inclusive and 1,115 in the secondary department (Standard VI and above). Of the 1,115 in secondary classes 490 were in classes whose pupils entered for the Cambridge Local examinations and 47 were in special commercial classes. The percentage of the total enrolment of each class as compared with the total enrolment of the schools at the end of November were as follows:—

Class	ENROLMENT		PERCENTAGE	
	1936	1937*	1936	1937
Primary I .. ..	872	886	11.5	11.4
" II .. ..	903	909	12.0	11.7
Standard I .. ..	915	939	12.1	12.1
" II .. ..	859	862	11.4	11.1
" III .. ..	855	830	11.3	10.7
" IV .. ..	894	858	11.8	11.0
" V .. ..	667	787	8.8	10.1
" VI .. ..	634	587	8.4	7.6
" VII .. ..	476	578	6.3	7.4
Junior Certificate Class ..	275	277	3.6	3.6
School Certificate Class ..	175	213	2.3	2.7
Commercial Class ..	36	47	0.5	0.6
Totals ..	7,561	7,773	100.0	100.0

It will be noted that the enrolment in Primary II and Standard I is actually higher than in the corresponding lower classes in 1936 from which promotion took place. This is due to the fact that in most girls' schools any vacancies that may occur in these lower classes are usually snapped up by pupils who were compelled to go to private schools in the first instance because there was no room for them in Government or Aided schools. After Standard IV there is a steady drop in enrolment due to girls being taken away from school for household duties or for marriage. The wastage of European and Eurasian pupils on this account is considerably smaller than with Chinese, Indian and Malay pupils, with whom the wastage is about the same for all three races. But there is an increasing number of girls, as the figures show, remaining till the end of the school course.

The curriculum is very similar to that followed in the boys' schools except that needlework is always a subject and that mathematics generally does not occupy so prominent a place though it is receiving more and more attention as the years pass. Hygiene, art and physical training are included. St. George's Girls' School, Penang added Nature Study and Gardening to the curriculum.

The details given in Chapter V regarding the Art course apply for the most part to girls' as well as boys' schools. In Singapore decorative needlework formed the bulk of the handwork. In Penang, the Convent School specialised in metal work with the bigger girls in addition to the normal



varied handwork of the other schools. The needlework of all schools in the Colony was examined in detail at the end of the year and satisfactory reports were received.

Articles of great variety were displayed at the various exhibitions of work held by most schools. They included water colour, pastel and pencil drawings, silk, wool and ribbon embroidery, poker-work, raffia-weaving, pewter-work, gesso-work, fabric printing from blocks prepared by the girls, in addition to artistic and domestic needlework.

Physical training received great attention in all Settlements. In Singapore there were two special refresher courses in physical training and one course in folk-dancing. Malacca had the advantage of the presence of the Superintendent of Physical Education for a part of the year. He took special classes for teachers and stimulated and improved the teaching. But the girls' schools everywhere urgently need supervision and direction from a trained woman expert in this important subject.

Domestic Science was taught in all Singapore schools throughout the year under the supervision of two European Mistresses, one for Government and one for Aided schools. But except at Raffles Girls' School, which has a comprehensive syllabus, there is need for a wider course of training and for more trained teachers. As yet no branch of Domestic Science is taught in any Penang or Malacca school as part of the ordinary school curriculum. The Convent School Penang however had a post-secondary course for Domestic Science and Commercial training, a commendable experiment which received no financial assistance from Government. It is hoped to recruit a Domestic Science Mistress for Penang in 1939.

The Commercial Class at the Convent of the Holy Infant Jesus in Singapore as in past years recruited from all the girls' schools and maintained its usual high standard of work. The post-secondary commercial class at the Penang Convent had 20 girls and five girls attended the Government Commercial Day School.

Chapter V refers to the musical education provided for boys. Similar conditions obtained for the girls, though the number of girls learning piano-forte playing was larger. Women teachers as well as men belonged to the Singapore Teachers, Choir formed by the Master of Music to which reference was made in Chapter VII.

The importance of school and class libraries both in widening general knowledge and in improving the English of the pupils is being increasingly recognised and in 1937 there was only one school without a library and only three without staff libraries in addition. The out-of-school organisations, so vital to the development of character, increased during the year. Seven of the 16 schools were organised into "Houses". Nine schools had Girl Guide or Brownie units and two had Girls' Life Brigade units. Swimming was taught at the Suydam Girls' School, Malacca. But the girls' schools still lag far behind the boys' schools in many directions. Only two schools maintained school magazines and only two had literary and debating societies.

Two hundred and sixty-five girls entered for the Cambridge Junior Local Certificate Examination and 210 passed. The percentage of passes was 80. In 1936, the number of passes was 210 and the percentage 82. There were also 29 private candidates of whom 20, a percentage of 70 passed.

Two hundred and sixteen girls entered for the School Certificate Examination and 157 passed; the percentage of passes was 72.7. In 1936, the number of passes was 135 and the percentage 78. All these girls qualified



for the Special Malayan Certificate, of which details were given in Chapter V, and 71 of them qualified for the ordinary certificate as well. Twenty-seven private candidates entered and 11, a percentage of 40.7, passed.

Of 275 girl candidates for the Junior Certificate who were presented in oral English, 268 passed, a percentage of 97.5. Of 229 for the School Certificate, 226 passed, a percentage of 98.7.

There were 280 women teachers (including 3 student teachers) in these schools at the end of November, 1937. There was also one locally trained man. Of the 280 teachers, 92 were Europeans or Americans, 98 Eurasians, 80 Chinese, eight Indians and two of other races. All except 20 of these teachers were either missionary teachers or locally trained teachers and of these 20, there were 14 in training in local Normal classes. Fifteen of the Europeans and Americans and four of the local staff were university graduates and 13 of the local staff were graduates of Raffles College. The number of pupils to a teacher (including heads of schools but excluding student teachers) at the date in question was 28, as compared with 27.5 in 1936. There were in addition 114 women teachers in the boys' schools. There was an acute shortage of women teachers throughout the Peninsula. This arose from the discontinuance of Normal Classes in 1933 as a measure of economy. Owing to heavy losses on account of marriage and the few women graduates from Raffles College, the position became serious. Singapore and Penang started Normal Classes in 1936 and Malacca started one in 1937. These will afford some but not sufficient relief. Raffles College will have a hostel for women in 1938 and there will probably be a larger number of women students in consequence. The First Year examinations for the Singapore and Penang classes were held in April, 1937 and were conducted under the direction of the Chief Inspector of English Schools who was assisted by a Board of Examiners. All the Singapore candidates, 34 in number, and 22 out of 24 Penang candidates passed. As these classes were restricted to Primary teachers the Normal Course which provides in Theory and Practice of Teaching for a one-year general course and a two-year specialised (Elementary or Primary) course was modified and all three years were devoted to Primary work. The change in the recruitment and training of teachers since Raffles College became the source of supply for all except primary teachers has been explained in Chapter VII d. There has been one other modification of importance. Students in training were not paid as in past years. This was a natural corollary to the discontinuance of student teacher scholarships for the Raffles College diploma course. The new arrangement did not affect the recruitment or the quality of the students. But staff exigencies unfortunately compelled the appointment of nearly all the Penang and Malacca students as full-time teachers before the end of the year. It imposes a very heavy burden on a young girl to be a full-time teacher and to take a full course of training in addition. In Malacca the class started in 1937 was thrown open in addition, with very gratifying response, to trained teachers and these trained teachers were not only stimulated themselves but were also able to give much assistance in the discussion of the practical problems of the classroom.

Women teachers in training as temporary teachers were paid \$60 a month (£84 a year). Trained local women teachers drew \$100 a month rising by annual increments of \$10 a month to \$200 a month (£140 a year rising by annual increments of £14 to £280). Five per cent. of the trained local women teachers were eligible for superscale salaries of \$300 a month (£420 a year). Local teachers who held degrees of certain British Empire Universities were eligible in addition for a pensionable



allowance of \$25 a month (£35 a year) till promoted to superscale appointments. An allowance of \$150 a month (£210 a year) was given to aided schools for each Missionary teacher (European or American) up to a certain percentage; to teachers in excess of that percentage the allowance was only \$100 a month (£140 a year). A flat rate of \$120 a month (£168 a year) was paid to all missionary teachers in Roman Catholic Convents. European Mistresses in Government schools who were required to have a degree, qualifying them to teach secondary classes, or a higher Froebel Certificate or similar qualification, qualifying them to supervise Kindergarten and primary work, received \$300 a month rising by annual increments of \$25 a month to \$500 a month £420 a year rising by annual increments of £35 to £700). For these European Mistresses there were four superscale posts in the combined Straits Settlements and Federated Malay States service of \$600 a month (£840 a year).

In Chapter V will be found a note giving information relating to pensions, etc., paid to local teachers, men and women.

## CHAPTER IX

### PHYSICAL AND MORAL WELFARE

#### A.—MEDICAL INSPECTION AND THE TEACHING OF HYGIENE

*Singapore.*—Medical inspection of schools was carried out by two full-time medical officers, one of them a lady, and sanitation was reported on by a school sanitary inspector. The Lady Medical Officer examined pupils and women teachers in 31 schools, namely:—

English Girls' Schools	...	...	4,339 pupils
Malay Girls' Schools	...	...	560 "
Chinese Girls' Schools	...	...	1,208 "
Junior classes in Boys' English Schools	...	...	2,986 "
Junior classes in Boys' Chinese Schools	...	...	288 "

The other Medical Officer examined the rest of the pupils and the men teachers. The procedure was as in past years, namely, a routine examination of every pupil in the first half of the year followed by a re-examination in the second half year of those pupils found to have defects. This procedure was completed by the Lady Medical Officer, but time and staff precluded this re-examination of all the others and in consequence it was confined to pupils in Government and Aided English Schools. Of the total number (17,307) submitted for routine examination, 70.3% were referred for re-examination, as compared with 74% in 1936 and 89% in 1935. As in the past, dental caries, and re-vaccinations accounted for a high proportion of the cases referred. There were the usual arrangements for dental treatment.

There was no serious outbreak of infectious diseases; when odd cases occurred these were promptly reported by schools, and, where necessary, visits were made for the purpose of investigating and checking the spread of infection, examination of contacts, etc. The School Health Nurse rendered valuable services in this connection.

Hygiene was taught to all classes but in spite of efforts to make the teaching as practical as possible it was not possible to find general everyday application of the lessons in the homes and in the daily life of the pupils. But that Health Knowledge is gaining ground in schools was shown by the greater readiness on the part of pupils and parents to follow advice given, and to permit necessary treatment. There still remained room, however, for very great improvement, more particularly in the provision of a suitable, well-balanced diet. Heads of schools co-operated to ensure that pupils obtained treatment of the defects revealed at the first examination



of the year. Their efforts resulted in a high measure of success, but there remained cases, usually where the need was greatest, where the poverty of parents was such that they could not provide sufficient or proper food, and were even unable to avail themselves of the limited facilities for free treatment. This applied especially to teeth and eye defects. Proposals to meet this difficulty were under consideration at the end of the year.

Endeavours were made to encourage the drinking of milk during the school recess. Most English schools have arrangements whereby a quarter pint of milk may be obtained. At the beginning of the year 1,947 children bought this milk, but the habit is not easy to popularise, and the number fell to 1,621 at the end of the year. The campaign will be continued in 1938 and, with a reduction in price from 3 to 2 cents a cup, it is hoped that milk drinking will become more popular. Most schools use a mixture of condensed and evaporated milk, although reconstituted milk, fresh cow's milk and Malted milk are used in some schools. Those children who took it daily showed evidence of distinct gain in general physical condition and in functional well-being. But the children who most needed this ration could not always afford it, and, when they could, preferred to buy a less wholesome meal that they regarded as more tempting.

Many children were given free Cod-liver or Palm oil twice daily, with resultant improvement in 56% of definitely undernourished cases, and general improvement in those cases where malnutrition was less marked.

The standard of personal hygiene was maintained at the same high level as in former years. There were very few cases of uncleanness in English Schools, though in the Malay Schools, despite some annual improvement, some children fell short of desirable standards, especially in rural districts, where ignorance, poverty and poor domestic conditions existed. Thirty-one per cent. of Malay girls examined were found suffering from Pediculosis; of these 61% had improved when re-examined.

The supply of food to school pupils continued to receive close supervision, and care was taken to see that children were given clean food, prepared under hygienic conditions, at a fair and reasonable price. But only 60% of the Government and Aided English schools had full control in the form of "tuck shops", the method preferred by the Health Department.

The School Sanitary Inspector visited schools regularly. The sustained and enthusiastic help and co-operation of the Municipal and Government Health Departments were most valuable. The School Medical Officer assisted with an experiment to test the rate of increase in temperature during physical exercises performed out-of-doors at 10 A.M. Though there was only an average increase of 7° (body temperature) the boys perspired freely and it was obvious that, until schools are equipped with changing rooms and shower baths, physical training should not be taken out of doors between 10 A.M. and 4.30 P.M.

*Penang.*—Medical inspection was supervised by the Senior Health Officer. A whole-time Assistant Health Officer was employed in Penang Island; in Province Wellesley schools were visited by the Health Officer and the District Medical Officers. The Lady Medical Officer inspected all girls' schools in both parts of the Settlement. A European Dental Officer was appointed in July, and his work was mostly among school children. Excellently equipped rooms were provided at the General Hospital, Penang, for dental treatment.

Owing to the serious incidence of dental defects among school children, especially among Malays in Penang Island, the Dental Officer was able to deal with only a small number of the 20,000 children in English and Malay



schools. There was a very marked difference between the average dental condition of the child of nine years of age and that of the child of 14 years. In the former the mouth was usually reasonably healthy, any caries present being confined to the remaining deciduous teeth. In the majority of children aged 14 or over, however, the first molars, incisors and more seldom the premolars were found to show caries and apical infection to such a degree that extraction was the only possible treatment. There was also much tartar and subsequent gingivitis. Between these two ages were varying degrees of dental disease. Thus, in five years time, the child aged nine now commencing treatment with a healthy mouth should show a marked increase in dental efficiency in comparison with that of the present child aged 14. An endeavour was made to stimulate the pupils themselves to take better care of their teeth and notes on mouth hygiene were sent to each school. Visits were paid one day each week to Malay Schools in the rural districts and one day each week to English Schools; two days a week were devoted to treatment of pupils with bad teeth at the General Hospital. At the rural schools the dentist used a portable dental chair. No dental treatment could be arranged in 1937 for Province Wellesley.

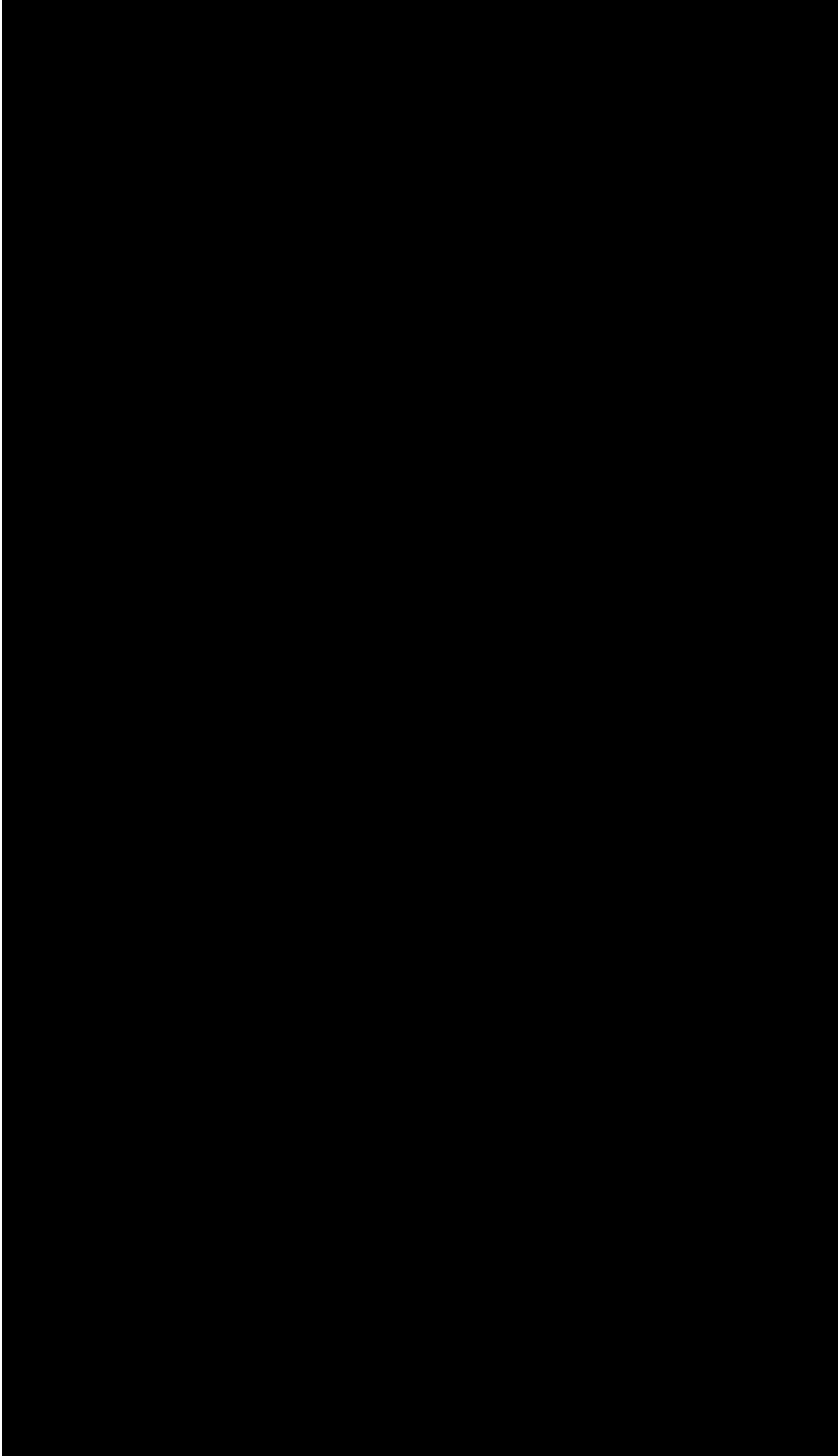
Medical Record Cards for children continue to be used. The following table summarises the results of medical inspections in boys' and girls' schools for the year 1937:—

Details of Medical Inspection	Boys			GIRLS	
	English Schools Penang	Vernacular Schools Penang	English and Vernacular Schools P. W.	English Schools	Vernacular Schools
No. of children examined	4,757	3,250	4,157	2,328	2,480
No. of children recommended for treatment (excluding dental defects and worm infections) ..	727 (15.3%)	723 (22.6%)	1,806 (43.4%)	500 (21.4%)	749 (30.2%)
No. of children with gross dental defects	2,802 (59%)	2,340 (72%)	1,436 (34.5%)	942 (40.4%)	1,115 (46.6%)
No. of children with defects of Ear, Nose and Throat ..	172 (3.6%)	256 (7.8%)	367 (8.8%)	129 (5.5%)	219 (9.7%)
No. of children with skin infections ..	196 (4.1%)	207 (6.4%)	494 (11.8%)	119 (5.1%)	155 (6.2%)

During the year, 97 Malay Vernacular (Boys and Girls) Schools with a nominal roll of 11,471 children and 22 English Government and Government aided schools with an enrolment of 8,423 children were under medical and sanitary inspection. In addition, there were 121 Chinese and Tamil schools, private or aided with a roll of 13,843 subject only to sanitary supervision. Overcrowding, a common defect in these schools, was to a great extent eliminated.

As in past years, special emphasis was laid upon the prevention and correction or treatment of defects discovered in the course of school medical inspection.







A "sick register" was kept by the teachers in Malay Vernacular Schools from which the inspecting officer obtained valuable information. During 1937, the inspecting officers inspected approximately 90% of the children. For each pupil in the English and Malay schools, the details of examination are recorded in a special card.

In urban areas, the parents of children who suffered from ill-health were informed in writing. It was the practice to point out that medical attention or advice should be obtained from private medical practitioners. The use of Government dispensaries and clinics (including Eye and Dental Clinics) is restricted in the Straits Settlements to the children of parents whose incomes do not exceed \$50 per mensem.

In rural areas, treatment was generally secured through the Travelling Dispensaries which paid regular visits to schools throughout Penang and Province Wellesley.

Special afternoon sessions continue to be held at the Eye Clinic, General Hospital, for school children suspected of eye defects.

The boys in the Malay vernacular schools are annually examined for worm infections and special worm treatment was given to those found infected. The following table records the incidence of worm infections in Malay boys schools, Penang, for the year 1937:—

	Urban Malay Schools	Rural Malay Schools
Number examined ...	947	1,895
No. with Hookworm infection ...	258 (27.5%)	1,116 (58.9%)
No. with Roundworm infection ...	726 (79.8%)	1,442 (76.1%)

Fifteen schools were visited for worm treatment and the number of children who received treatment totalled 1,256. Regular treatment was given for boys with "yaws" infection. The number of cases treated during the year was 44. Girls in Malay vernacular schools also received treatment for worm infections. The number of girls who received treatment represented 85% of the children on the register with a positive result of 93%.

Secondary vaccination of school children selected by school medical officers were carried out by the Public Vaccinator who performed 1,595 such vaccinations during the year. Seven hundred and sixty-seven "immediate reactions" were noted, giving an incidence percentage of 48.

As the principles of nutrition operate mainly through the medium of "food", emphasis was as in past years laid upon proper selection of food and feeding arrangements. But less than 60% of the Government and Aided English schools had full control in the form of tuck shops, the method preferred by the Health Department. It was reported that most cases of under-nourished were due to poverty. In Penang as in Singapore there was a "milk" campaign.

Hygiene was taught in all schools from the lowest classes to the highest. In Tamil Schools the standard varies as most teachers are untrained, but in most the efforts of the Managers and the Tamil Assistant Inspector have produced a marked improvement in personal hygiene. In Malay Schools a fairly satisfactory standard is obtained except as regards pediculosis in girls' heads. The rate has arisen from 73% in 1936 to 91.6% in 1937 and the rate among women teachers was 24%. Efforts will be continued to secure the practical application of hygiene lessons in the lives and homes of the pupils and teachers. In English Schools Hygiene is taught in all classes and most pupils take Hygiene in the Cambridge Local examinations. But



except at the Penang Free School, there was no practical science work to reinforce theoretical instruction. In all schools personal hygiene was promoted by systematic Physical Training and games, and in the English girls' schools there was continued improvement in carriage and alertness.

*Malacca.*—All schools were inspected regularly and improvements made at the instance of the Health Officer. Pupils were examined by the Lady Medical Officer and a full-time Assistant Medical Officer for Schools whose appointment in 1937 resulted in better attention for pupils and closer co-operation with the schools.

There were signs of greater interest, at any rate among parents or urban pupils, in the matter of attention to bad teeth and to poor eyesight. Two hundred and ninety-two children from English Schools were examined at the Refraction Clinic and at least 150 of these obtained spectacles. In 1936, 971 pupils (57·3%) in English Schools were found to have carious teeth. The number for 1937 was 297 (18·0%). The decrease was attributed to the arrangement made by the Medical Department for specially reduced fees.

The position in Malay Schools, however, was bad. The numbers of pupils with carious teeth in 1936 and 1937 were 3,942 (46·8%) and 3,464 (39·8%) respectively. Transport into Malacca Town presented a problem for the parents of these children. Arrangements are being made to deal with this.

There were no serious outbreaks of disease, although a number of cases of chicken-pox and measles occurred in certain schools. The vaccination campaign was continued throughout 1937, and pupils were treated for hookworm.

Hygiene was taught in all classes and most candidates entered for this subject in the Cambridge Local examinations. Particular attention was paid to the cleanliness of food sold to pupils but conditions in Malacca were less satisfactory than elsewhere. "Tuck shops", regarded by the Health Department as the only satisfactory solution, were maintained by only 25% of the Government and Aided English schools.

*General.*—The details given above indicate the extent of the medical inspection and the importance attached to the teaching of hygiene in each of the three Settlements. The teaching of hygiene as usual received special attention. But in the vital test of practical application by the pupils of the schools could the results be regarded as satisfactory? Regretfully, an unfavourable reply must still be accorded to this question. In the English schools definite progress has been made as regards the personal cleanliness of the pupils while under supervision. But the progress has not yet extended to the general habits of the pupils outside the influence of the school.

In the Malay boys' schools much has been done in the past few years but there is still a proportion of boys with whom propaganda is necessary. In the Malay girls' schools progress has been far from satisfactory in spite of efforts for some years past. Some improvement has resulted especially in schools that have adopted school uniforms and made other special appeals to the pride of the girls. The percentage of Malay girls with pediculosis capitis in 1937 was again high. Possibly one of the most difficult tasks in the Malay girls' schools is to obtain a good standard of personal cleanliness among the pupils and (it must be added) among the teachers. It is a task that has to be faced for there will be no lasting improvement in the homes, and so among the boys and the girls, until the future mothers are living witnesses and fervent apostles of the goddess Hygeia.



The position with regard to pupils of the Chinese vernacular schools approached that of the pupils of the English school as described above but most of the children in the Tamil vernacular schools have yet to learn the importance of personal cleanliness.

It should be added that sanitary inspection was a routine preliminary everywhere to the registration of all new school premises.

#### B.—GAMES AND SCHOOL HOSTELS

(a) *Games*.—Schools are required to provide facilities for outdoor recreation, and 24 of the 42 controlled English boys' schools had playing fields of not less than two acres in extent, and 108 of the 170 Malay vernacular boys' schools had football grounds. Municipal or other local playing fields, were available in some places. The games played were association football, cricket, hockey, rugby football (so far, at two schools only), volley-ball, basket-ball, baseball (one school only), badminton, tennis, etc. Association football still held pride of place in both English and Malay boys' schools. Inter-class, inter-house and inter-schools matches and competitions were common. Thirty-nine out of 41 Government and aided English schools were organised into "Houses". Badminton continued to grow in popularity; it is played much at the homes of the pupils and wherever ground can be found for it. Sepak raga was still popular at Malay schools. The Malay boys' schools in all centres showed their usual enthusiasm in games and group, district and settlement competitions in drill and games were held as usual. One or two English schools had boxing. Practically all schools held athletic sports in which team events had an important place. Inter-School Sports for all English schools were held at Malacca. Facilities for indoor games like ping-pong, etc., were often provided. Only one or two schools had gymnasia. A number of schools had see-saws, swings, slides, etc., for the younger children. Swimming was popular among the English schools in all centres. Systematic swimming instruction was continued in Singapore for both Malay and English schools, by arrangement with the Y.M.C.A. In Singapore and Malacca there were life saving classes.

The girls continued to extend their games organisation, though the numbers taking part were still not large. Badminton, net-ball and basket-ball were the most popular games. Swimming was started at the Suydam Girls' School, Malacca. Most of the large girls' schools arranged school sports. Most significant was the increasing interest in games in the Malay girls' schools, due largely to the influence of returned Malacca students. This was specially noticeable in Penang where badminton was regularly played in two schools. The Singapore Malay Girls' schools held their second annual sports which included a drill competition. Games form a branch of the Malay girls' school activities worthy of every encouragement. Apart from the value to physique and the moral lessons that they teach involving training in leadership and team service there is little doubt that healthy play will do more than possibly anything else to combat general lassitude and to create the pride that will destroy bad personal habits such as those mentioned above in the section dealing with medical inspection and the teaching of hygiene.

The Chinese High School in Singapore and the Chung Ling High School in Penang both possess football grounds and a running track. In most Chinese schools space only permits of such activities as basket ball, volley ball and badminton. The Education Department has for some years arranged inter-school sports for Chinese schools in Penang. In 1937 there



were also arranged in Singapore and Malacca. There was very keen competition. The number of schools taking part in 1937 was 83, namely 44 in Singapore, 18 in Penang and 21 in Malacca and there were no less than 1,761 individual competitors. The girls took as keen an interest as the boys in these sports.

In the Tamil Schools little attention was paid to games except on an occasional estate school where the manager was interested.

(b) *Hostels*.—No new hostels were opened during the year. In all three centres there were hostels maintained by Government for Malay outstation pupils and by mission authorities (five in Singapore, three in Penang, four in Malacca) for paying pupils and for orphans. Government grants for the orphanages were paid but not through the Education Department. In addition, there was in Singapore the Salvation Army Industrial Home for orphans and other destitute boys.

The Education Department regularly inspects the orphanages. It would be difficult to exaggerate what the various communities owe to the self-sacrificing work of the religious bodies maintaining orphanages. The largest orphanages are those of the Dames de St. Maur. Their orphans are to be found in (a) the Creche or (b) the orphanage proper. The little babies, some of whom are surreptitiously deposited over the Convent walls and others brought by relatives or friends who cannot maintain them, are under the care of trained sisters and the Convent doctor pays regular visits. There is a separate building and they are surrounded with loving care and attention. When they are five years old they pass into the orphanage. The small ones go to school and the bigger ones learn housecraft. The housecraft includes all departments—needlework, laundry, cookery, nursing—so that the girls are prepared for life. It is not surprising that these Convent orphans are in demand as wives. The orphans are well looked after by the sisters and they get plenty of good, wholesome food, fresh air and exercise. Once a year they are taken for a change to one of the Convent holiday bungalows. It is to this work that the teaching members of the Order devote any balance of their salaries (received as aided school teachers from Government) that may remain after payment of their own maintenance. Men and women of all religions, of every sect and race and tongue, join in paying tribute to the selfless devotion and untiring efforts of those who thus dedicate their lives to the service of the poor and the fatherless.

### C.—SCHOOL BUILDINGS AND EQUIPMENT

(a) *English Schools*.—In Singapore, apart from general minor repairs new wings were built for four schools (two Government boys' schools and two aided girls' schools) and special improvements were made to seven Government boys' schools. In Penang, two new Aided English schools were built, both to replace temporary buildings. St. Mark's School Butterworth a Church of England school was for 240 pupils and the Anglo-Chinese Middle School, which was officially opened by H.E. the Governor in December, was for 480 pupils. For both these buildings and their equipment, as for most approved extensions or new buildings of aided schools Government paid half the cost. The new Government primary school (Wellesley Primary School) was not completed by the end of the year. In Malacca three aided schools built extensions to their buildings from their own resources.

(b) *Malay Vernacular Schools*.—In Singapore, a new boys' school for 250 pupils was built at Monk's Hill (the school is called "Tanglin Tinggi") to replace an old and unsuitable building that was demolished. There were



extensions to one boys' and two girls' schools and there were special improvements to three boys' schools and three girls' schools. In Penang a new boys' school called the Hutton Lane Malay School, for 250 pupils, was built to replace the former Chowrasta school. It consists of two storeys, the top storey forming the Headquarters of the Malay Teachers' Association and their Co-operative Society. Special improvements were made to 18 schools, and sites were purchased for six schools, for buildings, fields or school gardens. In Malacca four new schools to replace old buildings were completed and two others were nearly completed at the end of the year. Special improvements were made to 12 schools.

(c) *Chinese Vernacular Schools*.—The majority of Chinese schools continue to use buildings originally intended for shop houses and dwelling houses, though several schools have erected special buildings. During 1937, four Singapore town schools, one Singapore outstation school, two Penang schools and two Malacca schools erected new buildings. Plans for new buildings have to be approved by the Education Department. Chinese schools usually prove very willing to take advice concerning the best lay-out for their schools having regard to their financial resources and the exigencies of the site.

(d) *Tamil Vernacular Schools*.—The buildings in which these were housed were generally provided by the managements of estates that employed Tamil labour. During the year, the new building started in 1936 for the Convent Tamil (Girls') School, Penang was completed. It accommodates 320 pupils and is the best Tamil School building in the Straits Settlements. It was built without financial aid from Government at a cost of about \$30,000. Several minor improvements and extensions to Tamil Estate Schools were made by the school managements during the year.

(e) *Trade Schools*.—In Singapore the new wing to provide additional fitting-shop accommodation, lavatories, tiffin room and lecture room was completed. In Penang to meet accommodation exigencies the tiffin shed was adapted to serve as garage as well as tiffin shed. In Malacca, the new Tailoring section was equipped.

(f) All new school buildings have to comply with certain regulations made under the Registration of Schools Ordinance and all plans of new buildings are submitted to the Director of Education for his approval. The plans are very carefully scrutinised and while those for Government buildings are given special attention, the plans for aided school buildings, especially those for buildings towards the erection of which Government is making a grant, receive little less. In the case of private schools the legal right of interference is determined by the regulations under the ordinance above-named, but even when recommendations cannot be enforced by law it is generally found that school managements are ready to accept and follow advice supplied to them; the result has been that the majority of the buildings recently erected for school purposes have been reasonably suitable.

#### D.—MORAL AND RELIGIOUS INSTRUCTION

In the English schools, religious instruction is given only in mission schools and not in Government schools. It is given before or after the regular school hours, and no pupils can be compelled to be present during this instruction or at religious observances. Many non-Christian candidates entered for Religious Knowledge in the Cambridge Local examinations, even though there was no teaching of the subject, under the mistaken impression that it was a "soft option". Moral instruction in Government



schools is chiefly incidental: the inculcation of the observance of right conduct is expected from every master and mistress at every period of the day, in school or out of school, by practice and precept. The various out-of-school organisations play their part in the development of character. Discipline continued to be easy to get though, happily, not as easy as formerly: local boys and girls with their fuller and expanding lives now have almost as happy a spirit of mischief and as joyous a love of fun as their prototypes in the British Isles. Most Malay boys received instruction in the Koran; this instruction, however, took place out of school hours, usually in the afternoon and often at the local mosques. In Penang, the Department lent six Malay schools to the Muhammadan Endowment Board for religious classes held in the afternoon. Four hundred and sixty-seven children attended including 47 girls. In most Chinese schools Civics was included in the curriculum and the moral maxims of the New Life Movement in China were taught in many schools.

#### E.—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN

The St. Nicholas Home, a Church of England Missionary Institution, for blind and crippled children continued its excellent work in the Settlement of Penang; it received a Government grant of \$1,500.

Delinquent boys may on conviction by a Court be placed in the Reformatory in Singapore where they are taught trades and where they are given all the freedom that is possible in the circumstances. The report for 1937 will be found in Appendix XXV.

## CHAPTER X

### MISCELLANEOUS

#### (a) CO-OPERATION WITH OTHER DEPARTMENTS

The Education Department was again responsible for conducting a large number of examinations as for instance in Malay for the Police Department and for Officers of His Majesty's Forces, and in English for Interpreters. Examiners were provided for subjects in the Junior Clerical examinations of the Government service. The increase in the number of external examinations conducted by the Department is becoming a serious problem. Excluding the Cambridge Local and Queen's Scholarship Examinations, which are for pupils, there were no less than 22 public examinations conducted in Singapore alone. It is very desirable that post-school and adult education should be encouraged and the Education Department gives every assistance possible.

Very close co-operation continued with the Department of Agriculture, whose officers rendered great assistance by regular inspections of school gardens. The Medical and Health Department provided the usual school services and assisted with the inspection of the buildings of schools applying for registration. The Forest Department again helped by issuing free permits to schools to collect basketry materials from forest reserves. The Public Works Department gave much appreciated co-operation in the carrying out of the various building programmes. The Railway Department as in past years issued third class season tickets for pupils at half the usual rates. In some schools officers of the Police and Co-operative Departments gave lectures on road safety and thrift. The various Land Offices were very helpful in the selection of sites. The Chinese and Labour Departments gave advice and help about the financial position of applicants for free education and supplied other information of value.



(b) CO-OPERATION WITH MISSIONS.

(b) CO-OPERATION.—Most of the aided English schools were conducted by Missions—full details will be found in Appendix VIII. Government meets the difference between the school fees and the approved expenditure of these schools. The approved expenditure includes salaries at approved rates for missionary teachers and salaries for lay teachers at the rates approved for similarly qualified teachers in Government schools. Government also contributed at approved rates to the provident funds for lay teachers. These schools may also receive Government Grants, not exceeding one-half of the cost, for important capital expenditure. Grants of this nature were paid in 1937 to the American Methodist Mission for the Singapore Fairfield Girls' School (\$5,600), the Penang Anglo-Chinese Middle School (\$41,000), to the Roman Catholic Canossian Institute for the Singapore St. Anthony's Convent School (\$5,000), and to the Church of England for the Butterworth (Penang) St. Mark's School (\$4,000).

As in past years the Mission schools co-operated readily with the Education Department in lending their halls and grounds for examinations, scout inspections and other purposes.

(c) BOY SCOUTS, GIRL GUIDES, CADETS AND SIMILAR ORGANISATIONS

(i) *Boy Scouts*.—Scout Troops in the Straits Settlements increased in numbers and maintained their efficiency. The total increase in Cubs, Scouts and Rovers was 356. There were four new Scout Troops in Singapore and two in Penang; one of the Penang Troops was the first Tamil School Troop in the Colony. The usual very full programmes including the various intertroop competitions were held in all three Settlements. Three Singapore officers successfully completed the officers' training course and qualified for the Scout Wood Badge. The Purdy Camp in Singapore, the Jubilee Camp in Penang and the Coronation Camp in Malacca were well used. The Coronation Camp was officially opened by the Resident Councillor of Malacca in August. The site is generously leased by the Malacca Municipal Commissioners at a pepper-corn rent. The whole cost of the permanent camp buildings was borne by the local Scout Association, the fruits of many years of planning and saving. The numerous Coronation celebrations made a special call upon all branches of the scout movement for services which were cheerfully given and were much appreciated. The outstanding event of the year for the scouts was the All-Malaya Jamboree of 1,200 scouts held at Tanjong Malim, Perak. It was attended by scouts from all over the Peninsula and was the second to be held in Malaya, the first having been held at Penang in 1927. During the year the Scout Medal of Merit for specially good work was awarded to the Chief Scout (Lord Baden-Powell) to SYED AHMAD AL-SAGOFF, J.P. of Singapore, one of the very best of the scout movement in the Malay Peninsula. PENG GUAN of Penang. The Commissioner, Singapore, Mr. Ooi.



## (e) REGISTRATION OF SCHOOLS

The following table shows the number of registered schools and teachers at the end of November, 1937 :—

<i>Schools</i>	<i>Singapore</i>	<i>Penang</i>	<i>Malacca</i>	<i>Straits Settlements</i>
English Schools ...	83	32	14	129
Vocational Schools ...	8	4	3	15
Vernacular Schools :—				
(a) Malay ...	30	97	92	219
(b) Arabic ...	2	9	—	11
(c) Tamil ...	12	28	26	66
(d) Chinese ...	308	92	76	476
(e) Japanese ...	—	1	—	1
Totals ...	443	263	211	917
<i>Teachers</i>	<i>Singapore</i>	<i>Penang</i>	<i>Malacca</i>	<i>Straits Settlements</i>
English Schools ...	798	374	134	1,306
Vocational Schools ...	45	16	7	68
Vernacular Schools :—				
(a) Malay ...	160	389	368	917
(b) Arabic ...	11	46	—	57
(c) Tamil ...	22	61	30	113
(d) Chinese ...	1,119	506	183	1,808
(e) Japanese ...	—	1	—	1
Totals ...	2,155	1,393	722	4,270

There were 61 more schools and 210 more teachers than in 1936.

There were no refusals during the year of applications for registration of applicants, under sub-section (4) of the Registration of Schools Ordinance.

The private English schools may be divided into two main classes :—

(a) those controlled by religious bodies as educational and not commercial undertakings, most of which are accommodated in proper school buildings,

(b) those carried on by individuals for profit, many of which are accommodated in any sort of building, "shop-house", private house, office or godown.

Full details of these schools were given in Chapter V. In Singapore they formed a special problem of increasing importance. While the schools enrolled some pupils over-age or unfit for an English education, most of the 6,000 Singapore pupils, in these schools and the Government After-noon Schools, were of the normal school age and fitted for an elementary



English education. They were driven into the private schools by lack of accommodation in Government and aided schools. It was decided during the year to bring these schools under closer control and inspection and to classify them as "efficient" or "inefficient", those in the first category to be granted, if they so desired, a departmental certificate to that effect. A special inspecting staff will be appointed in 1938 to undertake this inspection. The better private schools warmly welcomed the proposals. This closer control and inspection, should not only lead to improvement in these schools but may also prevent the worthless and the unscrupulous from battenning upon parents who are ignorant of English and who save and scrape from their small means to obtain for their children an education in English that they think will provide an open sesame if not to fame at all events to fortune.

A. KEIR,  
*Ag. Director of Education,  
Straits Settlements.*



GENERAL TABLE I  
ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR 1937

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOOLS AT THE END OF THE YEAR													
CONTROLLED INSTITUTIONS													
Population (S.S.)	Particulars	UNIVERSITY EDUCATION			SCHOOL EDUCATION, GENERAL				SCHOOL EDUCATION, VOCATIONAL			Non Cont. Institutions	Grand Total
		Arts and Science Colleges	Professional Colleges (Medicine)	Purely Seco- ndary Schools	Combined Secondary and Primary Schools	Purely Pri- mary Schools	Total	Training Schools	All other Vocational Schools	Total			
1	2	3	4	5	5A	6	7	8	9	10	11	12	
European Non-European 10,003 1,104,012 (1931 Census)	INSTITUTIONS:—												
	For Males Non-European	..	..	6	36	235	277	..	3	3	454	724	
	" Females "	..	..	..	23	55	78	..	1	4	39	113	
	" Mixed "	1	1	..	..	41	43	..	10	10	24	67	
	Total ..	1	1	6	59	331	398	3	14	17	433	913	
Percentage of Urban and Non-urban Population Urban 60.7 Non-urban 39.3	PUPILS ENROLLED:—												
	Males	131	156	2,771	15,185	32,624	50,867	2	1,550	1,552	24,289	76,708	
	Females	26	24	5	10,438	10,393	20,886	76	246	322	7,430	28,638	
	Total ..	157	180	2,776	25,623	43,017	71,753	78	1,796	1,874	31,719	105,346	



# GENERAL TABLE II

ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE YEAR 1937

## TOTAL DIRECT EXPENDITURE ON EDUCATION

	UNIVERSITY EDUCATION		SCHOOL EDUCATION, GENERAL		SCHOOL EDUCATION, VOCATIONAL		Total
	Arts and Science Colleges (Raffles College)	Colleges for Professional Training (Medical College)	Secondary and Primary Schools (English)	Primary Schools (Vernacular)	Training Schools	All other Special Schools	
1	2	3	4	5	6	7	8
Colonial Revenue .. (Sterling Money)	\$ 88,105 £ s. d. 10,278.18.4	\$ 220,053 £ s. d. 25,672.17.0	\$ 1,162,538 £ s. d. 135,629.8.8	\$ 483,639 £ s. d. 56,424.11.0	\$ 52,222 £ s. d. 6,092.11.4	\$ 67,271 £ s. d. 7,848.5.8	\$ 2,073,828 £ s. d. 241,946.12.0
Local Public Funds (Sterling Money)	..	\$ 27,241 £ s. d. 3,178.2.4	\$ 1,193,304 £ s. d. 139,218.16.0	\$ 188,602 £ s. d. 22,003.11.4	\$ 6,001 £ s. d. 700.2.4	\$ 41,607 £ s. d. 4,854.3.0	\$ 1,456,755 £ s. d. 169,954.15.0
Other Sources .. (Sterling Money)	\$ 198,188 £ s. d. 23,121.18.8	\$ 145,576 £ s. d. 16,983.17.4	..	..	..	..	\$ 343,764 £ s. d. 40,105.16.0
Total .. (Sterling Money) (2s. 4d. = \$1)	\$ 286,293 £ s. d. 33,400.17.0	\$ 392,870 £ s. d. 45,834.16.8	\$ 2,355,842 £ s. d. 274,848.4.8	\$ 672,241 £ s. d. 78,428.2.4	\$ 58,223 £ s. d. 6,792.13.8	\$ 108,878 £ s. d. 12,702.8.4	\$ 3,874,347 £ s. d. 452,007.3.0



GENERAL TABLE II—continued  
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE YEAR 1937

TOTAL INDIRECT EXPENDITURE ON EDUCATION											
	University	Direction and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous	Total	Total Expenditure on Education	Total Expenditure from Colonial Revenue	Percentage of Expenditure from Colonial Revenue on Education to total expenditure from Colonial Revenue	Amount spent on Education from Colonial Revenue per head of population	Amount spent on Education from all sources per head of population
	9	10	11	12	13	14	15	16	17	18	19
Colonial Revenue (Sterling Money)	..	\$ 188,320 £ s. d. 21,971.14.4	\$ .. £ .. ..	\$ 341,749 £ s. d. 39,870.14.4	\$ 19,038 £ s. d. 2,221.2.0	\$ 549,116 £ s. d. 64,063.10.8	\$ 2,622,944 £ s. d. 306,010.2.8	\$ 42,038,482 £ 4,904,489. 11s. 4d.	6.2% .. ..	\$ 2.35 s. d. 5 6	\$ ..
Local Public Funds (Sterling Money)	\$ * 41,378 £ s. d. 4,827.8.8	\$ 22,956 £ s. d. 2,678.4.0	\$ 14,154 £ s. d. 1,651.6.0	\$ 79,580 £ s. d. 9,284.6.8	\$ 95,550 £ s. d. 11,147.10.0	\$ 253,618 £ s. d. 29,588.15.4	\$ 1,710,373 £ s. d. 199,543.10.4	..	..	..	..
Other Sources (Sterling Money)	..	..	\$ 3,411 £ s. d. 397.19.0	\$ 307,081 £ s. d. 35,826.2.4	..	\$ 310,492 £ s. d. 36,224.1.4	\$ 654,256 £ s. d. 76,329.17.4	..	..	..	..
Total .. (Sterling Money)	\$ 41,378 £ s. d. 4,827.8.8	\$ 211,285 £ s. d. 24,649.18.4	\$ 17,565 £ s. d. 2,049.5.0	\$ 728,410 £ s. d. 84,981.3.4	\$ 114,588 £ s. d. 13,368.12.0	\$ 1,113,220 £ s. d. 129,876.7.4	\$ 4,987,573 £ 581,883 10s. 4d.	\$ 42,038,482 £ 4,904,489 11s. 4d.	..	\$ 2.35 s. d. 5 6	\$ 4.47 s. d. 10 5
2s. 4d. = \$1)											

\* Cost of Queen's Scholars at British Universities.  
† Includes \$27,268 (£3,181.5s.4d.) spent on the Reformatory School, Singapore.



GENERAL TABLE III

COLLEGES, SCHOOLS AND SCHOLARS FOR THE YEAR 1937

# CONTROLLED INSTITUTIONS UNDER PUBLIC MANAGEMENT

Class of Institution	MANAGED BY GOVERNMENT				MAINTAINED FROM LOCAL PUBLIC FUNDS				AIDED BY GOVERNMENT OR LOCAL PUBLIC					
	Number of Institutions		Average daily Attendance		Number of Scholars on the roll		Average daily Attendance		Number of Institutions		Number of Scholars on the roll		Average daily Attendance	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	2	3	4	5	6	7	8	9	10					
University and Collegiate Education														
(a) Arts and Science (Raffles College)	1	21	151	21	..	..	1	131	26	127	22			
(b) College for Professional Training (College of Medicine)	3	3	1,724	3	..	..	3	1,005	2	974	2			
School Education														
(a) Purely Secondary Schools	17	2	5,410	1,159	5,284	1,138	..	..	..	..	..	7	11,764	4,095
(b) Combined Secondary and Primary Schools	176	48	20,860	6,298	20,445	6,150	..	..	..	..	..	100	11,198	3,867
(c) Purely Primary														
Vocational														
Trade Schools, Teachers' Training and Commercial Classes, etc.	5	2	766	75	676	70	1	103	2	83	2	1	3	12
Total	202	52	28,967	7,559	28,280	7,382	1	103	2	83	2	124	22,669	21,747



TABLE III—continued  
COLLEGES, SCHOOLS AND SCHOLARS FOR THE YEAR 1937

Class of Institution	CONTROLLED INSTITUTIONS UNDER PRIVATE MANAGERMENTS										NUMBER OF SCHOLARS	
	UNDAIDED						Grand Total of Institutions Public and Private Management		Grand Total of Scholars Public and Private Management		English	A Vernacular Language
	Number of Institutions		Number of Scholars on the roll		Average daily Attendance							
	11	12	13	M.	F.	M.	F.	M.	F.	15	16	17
University and Collegiate Education	M.	F.	M.	F.	M.	F.	M.	F.		M. & F.	M. & F.	
	..	..	..	..	..	..	1	..	131	26	157	..
	..	..	..	..	..	..	1	..	156	24	180	..
	..	..	..	..	..	..	6	..	2,771	5	1,489	1,287
General { (a) Purely Secondary Schools (b) Combined Secondary and Primary Schools (c) Purely Primary	14	4	1,189	275	1,099	233	50	27	16,374	10,713	24,063	3,024
	454	28	23,114	7,177	20,611	6,304	730	83	55,738	17,570	7,981	65,327
Vocational  Trade Schools Teachers' Training and Commercial Classes, etc.	6	..	666	211	649	179	13	2	1,538	300	1,489	349
	474	32	24,969	7,663	22,359	6,716	801	112	76,708	28,638	35,350	69,987
	Total	..										



GENERAL TABLE IV

RESULTS OF PUBLIC EXAMINATIONS DURING THE YEAR 1937

Name of Examination	Number of Scholars who completed during the year the course of studies prescribed for the examinations				Number of Candidates			
	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Institutions under Public Management	Aided Institutions	Other Institutions	Total
<i>Arts and Science Colleges:—</i>								
Medical College	180	..	..	180	37	..	..	37*
Raffles College	..	..	157	157	31	..	..	31†
<i>Schools for General Education Cambridge University:—</i>								
School Certificate	428	529	206	1,253	426	527	284	1,237
Junior Local	45	175	27	247	44	172	27	243
	589	574	481	1,044	587	567	465	1,619
	43	203	29	275	42	203	29	274
<i>London University:—</i>								
Matriculation	32	12	44	88	31	12	43	86
Inter-Arts, Science	..	3	6	9	..	3	6	9
	3	..	17	20	..	..	16	18
	..	..	1	1	..	..	1	1
	..	..	5	5	..	..	4	4
<i>B. A., B. Sc.</i>								
<i>London Chamber of Commerce:—</i>								
Higher Certificate	48	..	251	299	48	..	230	278
	2	..	26	28	2	..	18	20
	193	49	716	958	188	49	647	884
	4	52	91	147	2	50	78	130
<i>Certificate (Commercial)</i>								
	..	..	26	26	..	..	26	26
<i>Trinity College of Music:—</i>								
Practical	..	31	150	190	..	31	150	190
Theoretical	..	11	22	22	..	11	22	22
	..	..	138	149	..	..	138	149

\* It is a six years' course and 180 is the total number in the various years of study. There were only 37 in the sixth year course.  
† It is a three years' course and 157 is the total number in the various years of study. There were only 31 in the third year course.



TABLE IV—continued  
RESULTS OF PUBLIC EXAMINATIONS DURING THE YEAR 1937

Name of Examination	NUMBER PASSED				RACE OF CANDIDATES PASSED								Percentage of Column 9 13 to Column 10	Percentage of Column 5 13 to Column 20
	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Eurasians and Malays	Chinese	Indians	Others						
	10	11	12	13	14	15	16	17	18	19	20			
<i>Arts and Science Colleges:—</i>														
Medical College	22	..	..	22	2	1	12	7	..	59.4	12.2			
Raffles College	..	..	22	22	6	3	11	2	..	70.9	13.3			
<i>Schools for General Education</i>														
Cambridge University:—														
School Certificate	293	377	107	777	93	51	536	67	30	62.8	62.0			
	33	124	11	168	34	..	117	13	4	69.1	68.0			
Junior Local	387	459	117	963	92	93	694	53	31	59.4	58.5			
	40	170	20	230	55	2	148	12	13	83.5	83.5			
<i>London University:—</i>														
Matriculation	10	8	7	25	3	1	9	10	2	29.0	28.4			
	..	..	3	3	1	..	..	2	..	33.3	33.3			
Inter-Arts, Science	1	..	3	4	1	..	3	..	..	22.2	20.0			
	..	..	..	..	..	..	..	..	..	..	..			
B. A., B. Sc.	..	..	1	1	..	..	..	..	1	25.0	20.0			
<i>London Chamber of Commerce:—</i>														
Higher Certificate	26	..	128	154	8	0	112	25	3	55.7	51.5			
	..	..	12	12	3	..	7	1	1	60.0	42.8			
Certificate (Commercial)	156	36	421	613	52	36	460	56	9	69.3	63.9			
	1	46	59	106	55	..	47	2	2	81.5	72.1			
<i>Trinity College of Music:—</i>														
Practical	..	..	23	23	3	1	14	3	2	88.4	88.4			
	..	27	153	180	37	2	119	17	5	94.7	94.7			
Theoretical	..	..	20	20	5	..	13	2	0	90.9	90.9			
	..	..	118	128	21	..	97	0	4	85.9	85.9			



GENERAL TABLE V  
NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS FOR THE YEAR 1937

NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS FOR AM																											
PRIMARY SCHOOLS						SECONDARY SCHOOLS						COMBINED PRIMARY AND SECONDARY SCHOOLS						ARTS AND SCIENCE COLLEGES						Total			
Under Public Management			Other Institutions			Under Public Management			Other Institutions			Under Public Management			Other Institutions			Under Public Management (College of Medicine)			Other Institutions (Raffles College)			Total			
2			3			4			5			6			7			8			9			10			
Male			Fe- male			Male			Fe- male			Male			Fe- male			Male			Fe- male			Male		Fe- male	
For Schools for Non-Europeans	1	535	49	260	207	69	..	..	..	..	..	..	433	295	73	126	39	..	..	..	13	..	1,422	677			
		323	144	1,023	369	..	..	..	..	3	21	96	81	..	..	..	..	..	..	..	..	1,445	615				
		..	1	19	3	27	..	..	..	28	22	1	1	29	..	..	..	..	..	13	..	117	27				
		858	192	1,264	573	42	..	..	..	408	294	168	206	10	..	..	..	..	..	..	..	2,750	1,265				
Trained	..																										
Untrained	..																										
With University Degree	..																										
With no University Degree	..																										



# GENERAL TABLE VI

GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY GOVERNMENT AND EDUCATION BOARD FUNDS

	Residential Colleges: Raffles College and College of Medicine 1	Government English Schools 2		Aided English Schools 2A		Vernacular Schools 3	Training Institutions: Sultan Idris Training College and Malay Women's Training Centre, etc. 4
	Male & Female	Male	Female	Male	Female	Male & Female	Male & Female
Maintenance Charges ..	\$ 679,163 £ s. d. 79,235.13.8	\$ 1,112,239 £ s. d. 129,761.4.4	\$ 132,542 £ s. d. 15,463.4.8	\$ 936,059 £ s. d. 109,311.17.8	\$ 423,541 £ s. d. 49,413.2.4	\$ 734,369 £ s. d. 85,676.7.8	\$ 58,793 £ s. d. 6,850.3.8
(Sterling Money) ..							
Capital Expenditure on Build- ing and Equipment ..	\$ 307,080 £ s. d. 35,826.0.0	\$ 201,936 £ s. d. 23,559.4.0	\$ 111 £ s. d. 12.19.0	\$ 40,778 £ s. d. 4,757.8.8	\$ .. £ s. d. ..	\$ 135,453 £ s. d. 15,802.17.0	\$ 5,790 £ s. d. 675.10.0
(Sterling Money) ..							
Total ..	\$ 986,243 £ s. d. 115,061.13.8	\$ 1,314,175 £ s. d. 153,320.8.4	\$ 132,653 £ s. d. 15,476.3.8	\$ 977,737 £ s. d. 114,069.6.4	\$ 423,541 £ s. d. 49,413.2.4	\$ 869,822 £ s. d. 101,470.4.8	\$ 64,583 £ s. d. 7,534.13.8
Total in Sterling Money ..							
Total average cost per pupil ..	\$ 2,015 £ s. d. 235.1.8	\$ 155 £ s. d. 18.1.8	\$ 129 £ s. d. 15.1.0	\$ 108 £ s. d. 12.12.0	\$ 62 £ s. d. 7.4.8	\$ 26 £ s. d. 3.0.8	\$ 489 £ s. d. 57.1.0
(Sterling Money) ..							

AWANGAN DOKUMEN  
DITERIMA  
PERPUSTAKAAN  
UNIVERSITI KEBANGSAAN  
MALAYSIA



GENERAL TABLE VI—continued

GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY GOVERNMENT AND EDUCATION BOARD FUNDS

	Other Vocational Schools	Total	From Colonial Revenue	From Fees (Govt. Schools)	From Funds of Raffles College of Medicine	From other Sources (Namely from Education Board Funds, etc.)	Total
	5	6	7	8	9	10	11
	Male & Female	Male & Female	Male & Female	Male & Female	Male & Female	Male & Female	Male & Female
Maintenance Charges	\$	\$	\$	\$	\$	\$	\$
(Sterling Money)	109,408	4,187,014	2,006,581	398,108	371,005	811,320	4,187,014
Capital Expenditure on Building and Equipment	£ s.d.	£ s.d.	£ s.d.	£ s.d.	£ s.d.	£ s.d.	£ s.d.
(Sterling Money)	12,764.5.4	488,484.19.4	304,101.2.4	40,445.18.8	43,283.18.4	94,654.0.0	488,484.19.4
	\$	\$	\$	..	\$	\$	\$
	18,952	710,100	602,419	..	34,000	73,681	710,100
	£ s.d.	£ s.d.	£ s.d.	..	£ s.d.	£ s.d.	£ s.d.
	2,211.1.4	82,845.0.0	70,282.4.4	..	3,966.13.4	8,596.2.4	82,845.0.0
	\$	\$	\$	\$	\$	\$	\$
	128,360	4,897,114	3,209,000	398,108	405,005	885,001	4,897,114
	£ s.d.	£ s.d.	£ s.d.	£ s.d.	£ s.d.	£ s.d.	£ s.d.
	14,975.6.8	571,329.19.4	374,383.6.8	40,445.18.8	47,250.11.8	103,250.2.4	571,329.19.4
Total in Sterling Money	\$	\$	\$	..	..	..	\$
	375	95	62	..	..	..	95
Total average cost per pupil	£ s.d.	£ s.d.	£ s.d.	..	..	..	£ s.d.
(Sterling Money)	43.15.0	11.1.8	7.4.8	..	..	..	11.1.8

\* Does not include \$27,268 (£3,181.5.4) spent on the Reformatory School, Singapore, \$4,500 (£525.0.0) contributed to Salvation Army Boys' Home and \$58,691 (£5,180.12.4) spent on scholarships.



APPENDIX I  
TABLE OF ENGLISH SCHOOLS AND PUPILS UNDER GOVERNMENT  
SUPERVISION

Class of Schools		No. of Schools		Average Enrolment		Average Attendance		Percentage of Attendance	
		1936	1937	1936	1937	1936	1937	1936	1937
<i>Government Boys'</i>									
Singapore	..	12	12	4,879	4,890	4,676	4,729	95.9	97.0
Penang	..	6	6	2,606	2,623	2,508	2,528	96.2	96.3
Malacca	..	3	3	883	854	859	827	97.3	97.0
Labuan	..	1	1	74	84	71	79	95.9	94.0
Total	..	22	22	8,442	8,451	8,114	8,163	96.1	96.1
<i>Government Girls'</i>									
Singapore	..	1	1	560	566	536	546	95.8	96.0
Penang	..	1	1	442	458	424	441	95.9	96.2
Total	..	2	2	1,002	1,024	960	987	95.8	96.0
<i>Aided Boys'</i>									
Singapore	..	9	9	4,997	5,141	4,793	4,870	95.9	95.0
Penang	..	8	8	3,151	3,029	3,008	2,881	95.5	95.1
Malacca	..	2	2	840	864	812	835	96.7	97.0
Total	..	19	19	8,988	9,034	8,613	8,586	95.8	95.7
<i>Aided Girls'</i>									
Singapore	..	6	6	3,423	3,554	3,260	3,417	95.2	96.0
Penang	..	5	5	2,293	2,274	2,187	2,161	95.4	95.3
Malacca	..	3	3	992	1,069	953	1,036	95.9	99.0
Total	..	14	14	6,708	6,897	6,400	6,614	95.4	96.8
Grand Total	..	57	57	25,140	25,406	24,087	24,350	95.8	96.2

## APPENDIX II

PUPILS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS BY RACE

Nationality	Singapore		Penang		Malacca		Labuan		Straits Settlements	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Europeans and Eurasians	944	854	298	340	241	212	3	..	1,486	1,406
Malays	510	48	584	101	197	21	27	..	1,318	160
Chinese	7,280	2,812	3,654	1,899	1,003	582	46	..	11,983	5,293
Indians	866	340	900	336	255	210	5	..	2,026	886
Others	143	160	55	64	13	8	..	..	211	242
Total	9,743	4,214	5,491	2,740	1,709	1,033	81	..	17,024	7,987



APPENDIX XIV  
STAFF OF GOVERNMENT MALAY SCHOOLS

	Singapore	Penang	Malacca	Labuan	Total
<i>Boys' Schools</i>					
Teachers, Special Class ..					
Teachers, Class I ..	1				
Do. IB (Untrained) ..	6	4	3	..	8
Do. IIA (Trained) ..	..	35	40	..	81
Do. IIB (Untrained) ..	30	5	3	1	9
Do. IIIA (Trained) ..	9	64	77	2	173
Do. IIIB (Untrained) ..	23	36	32	..	77
Do. IV Probationers ..	..	124	112	2	261
Technical Instructors ..	51	43	15	..	15
	..	1	56	6	156
Total ..	120	312	338	11	781
<i>Girls' Schools</i>					
Teachers, Class IB (Untrained)	5	10	4	..	19
Do. IIA (Trained) ..	3	5	5	1	14
Do. IIB (Untrained) ..	11	20	7	1	39
Do. III ( " ) ..	11	41	14	..	66
Technical Instructors ..	..	1	..	..	1
Total ..	30	77	30	2	139
Grand Total ..	150	389	368	13	920
Average No. of pupils entered	3,927	11,272	9,650	235	25,084
Average No. of pupils per teacher ..	26	29	26	18	27

## APPENDIX XV

TABLE OF MALAY SCHOOLS AND PUPILS

			No. of Schools		Average Enrolment		Average Attendance		Percentage of Attendance	
<i>Boys</i>			1936	1937	1936	1937	1936	1937	1936	1937
Singapore	..	..	19	19*	3,093	3,326	2,893	3,098	93.2	92.8
Penang	..	..	68	68	9,240	9,233	8,605	8,608	93.1	93.2
Malacca	..	..	81	80	9,008	9,144	8,613	8,760	95.6	95.8
Labuan	..	..	2	3	152	212	141	199	92.5	90.1
Total	..	..	170	170	21,493	21,915	20,252	20,665	94.2	94.2
<i>Girls</i>										
Singapore	..	..	6	6	570	601	488	541	85.6	90.0
Penang	..	..	28	29	1,931	2,039	1,787	1,891	92.5	92.7
Malacca	..	..	9	12	446	506	409	417	91.7	94.3
Labuan	..	..	1	1	19	23	16	20	83.9	86.9
Total	..	..	44	48	2,966	3,169	2,700	2,869	91.0	90.5
Grand Total	..	..	214	218	24,459	25,084	22,952	23,534	93.8	93.8

\* In addition there was an aided school at Pulau Bukom, Singapore, with 66 pupils.



**APPENDIX XVIII**  
**TABLE OF CHINESE SCHOOLS. PUPILS AND TEACHERS**

Settlement	MODERN												OLD STYLE			TOTAL		
	Public			Mission			Night			Private			Private			Schools	Pupils	Teachers
	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers			
Singapore and Labuan ..	152	17,489	799	11	1,305	61	15	617	29	63	2,632	122	67	1,958	108	308	24,091	1,119
Penang and Province ..	70	10,386	446	5	749	29	8	305	14	3	129	7	7	301	11	93	11,870	507
Welllesley ..	55	3,403	139	4	254	13	3	335	14	5	205	8	9	135	9	76	4,332	183
Malacca ..																		
Total ..	277	31,278	1,384	20	2,308	103	26	1,257	57	71	2,966	137	83	2,394	128	477	40,293*	1,809†

\* Boys .. 29,073  
 Girls .. 10,620

† Teachers Male 1,231  
 Female 578

40,293

1,809



## APPENDIX XIX

STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID PAID TO CHINESE SCHOOLS  
IN 1937 FOR PERIOD 1-7-36 TO 30-6-37

	Singapore	Penang	Malacca	S.S.
<i>Primary Schools:</i>				
Number of Schools .. ..	37	30	7	74
Amount of grants paid 1-7-36 to 30-6-37 .. ..	\$44,117.50	\$45,900.00	\$11,960.00	\$101,977.50
Average Enrolment .. ..	7,423	6,300	1,456	15,179
Average Attendance .. ..	6,997	5,990	1,388	14,375
Average cost per pupil on enrolment .. ..	\$5.94	\$7.28	\$8.61	\$6.71
<i>Middle Schools:</i>				
Number of Schools .. ..	2	2	1	5*
Amount of grants paid 1-7-36 to 30-6-37 .. ..	\$5,564.00	\$8,631.00	\$696.00	\$14,891.00
Average Enrolment .. ..	333	495	60	888
Average Attendance .. ..	327	482	59	868
Average cost per pupil on enrolment .. ..	\$16.70	\$17.44	\$11.60	\$16.76
<i>Normal Classes:</i>				
Number of Schools .. ..	4	2	Nil	6†
Amount of grants paid 1-7-36 to 30-6-37 .. ..	\$3,849.00	\$2,847.00	"	\$6,696.00
Average Enrolment .. ..	227	162	"	389‡
Average Attendance .. ..	222	159	"	381
Average cost per pupil on enrolment .. ..	\$12.55	\$17.53	"	\$17.21
Total Grants Paid ..	\$53,530.50	\$57,378.00	\$12,656.00	\$123,564.50

\* Four are included in the number of Primary schools.  
† All are included in the number of Primary Schools.

‡ One hundred and fifty seven of these were eligible for special grants at \$25 per child, the rest were given middle school rates.



APPENDIX XX  
Classification of Chinese Schools and Pupils for 1937, S.S.

Type of Schools	No. of Schools		No. of Pupils		No. of Teachers		Grants Paid
	Boys	Girls	Boys	Girls	Men	Women	
Government Primary Schools ..	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Aided Primary Schools ..	00	14	11,321	5,132	441	280	\$101,977.50
Private Primary Schools ..	385	15	17,522	4,974	720	254	..
Aided Secondary Schools ..	4*	1†	830	136	60	10‡	\$14,891.00
Private Secondary Schools ..	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Aided Normal Classes ..	Nil	6†	Nil	378	8	43	\$6,606.00
<b>Total ..</b>	<b>449*</b>	<b>36†</b>	<b>20,673</b>	<b>10,620</b>	<b>1,229</b>	<b>587</b>	<b>\$123,504.50</b>

Note:—(a) There were 5,227 girls in boys' schools.

(b) There were 673 boys in girls' schools.

\* Three of these included under Aided Primary Schools.

† Included under Aided Primary Schools.

‡ None of these included under Aided Normal Classes.



## APPENDIX XXI

STRAITS SETTLEMENTS SCHOOL AGE AND TOTAL POPULATION BY RACE TOGETHER WITH PERCENTAGES OF SCHOOL ENROLMENT TO (i)  
CHILDREN OF SCHOOL AGE, (ii) TOTAL POPULATION AND PERCENTAGE OF LITERACY TO TOWN POPULATION. (a)

A. Population of All Races by Age S.S. (1931 Census Report)

Races	Age 5-9		Age 10-14 (b)		Total Age 5-14 (b)		Age 15-19 (b)		Total Age 5-19 (b)		Total Population S.S.	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Eurasians	773	767	762	727	1,535	1,494	581	596	2,116	2,090	4,382	4,756
Malaysians	19,810	20,075	15,086	15,101	34,896	35,176	10,983	7,739	45,879	42,915	129,064	126,289
Chinese	33,809	31,834	29,845	26,945	63,654	58,779	34,537	19,496	98,191	78,275	337,006	161,541
Indians	4,634	4,439	4,891	2,923	9,525	7,362	7,353	1,076	16,878	8,438	78,254	26,374
Others (a)	617	584	526	493	1,143	1,077	518	296	1,661	1,373	4,608	3,346
Total	59,643	57,699	51,110	46,189	110,753	103,888	53,972	29,203	164,725	133,091	553,314	322,306

(a) Excludes Europeans.

(b) Excludes those married.



## APPENDIX XXI—continued

## B. Number of Pupils in All Schools, Government, Aided and Private, 1937. (b)

Races	English Schools Govt. and Aided		Malay Schools (c)		Chinese Schools Aided and Private		Tamil Schools Aided and Private		Govt. Afternoon English Schools and Private English Schools	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Eurasians	1,486	1,406	..	..	..	..	..	..	343	227
Malaysians	1,318	170	19,022	6,285	..	..	..	..	341	49
Chinese	11,983	5,293	7	1	29,673	10,620	..	..	4,908	1,456
Indians	2,026	886	105	12	..	..	2,073	1,264	1,181	278
Others	211	232	10	2	..	..	..	..	167	43
Total ..	17,024	7,987	19,144	6,300	29,673	10,620	2,073	1,264	6,940	2,053

Races	Vocational Government and Private Schools		TOTAL (All Schools)		% of school enrolment to children of school age. 'i.e. 5-19'		% of school enrolment to total population (a)		% of Literacy to Town (d) Population	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Eurasians	236	184	2,065	1,817	97.5	86.9	47.5	38.2	59.2	59.6
Malaysians	133	27	20,814	6,531	45.3	15.2	16.1	5.2	41.5	7.0
Chinese	894	94	47,465	17,464	48.3	22.3	14.0	10.8	49.3	9.3
Indians	259	12	5,644	2,452	33.4	29.0	7.2	9.2	37.5	10.5
Others	31	4	419	281	25.2	20.4	9.0	8.3	78.9	57.1
Total ..	1,553	321	76,407	28,545	46.3	21.4	13.8	8.8	47.6	11.0

(a) Excludes Europeans.

(b) Does not include Colleges.

(c) Free Malay Vernacular Education.

(d) These figures taken from 1931 Census Report.



# APPENDIX XXII

TABLE SHOWING PERCENTAGE OF COST UNDER VARIOUS BRANCHES OF EDUCATION IN THE STRAITS SETTLEMENTS DURING 1937

No.	Branches of Education	Number of Students (Government and Aided Schools)				Percentage of Departmental Expenditure including headquarters charges. (Total Expenditure \$3,524,779)				Percentage of Public Works Department Expenditure on the whole department. (Total Expenditure \$382,327)				Percentage of total expenditure, Personal Emoluments, Other Charges, Special Expenditure and Public Works Department Expenditure. (Total Expenditure \$3,907,106)			
		Singapore	Penang	Malacca	Straits Settlements	Singapore	Penang	Malacca	Straits Settlements	Singapore	Penang	Malacca	Straits Settlements	Singapore	Penang	Malacca	Straits Settlements
		Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
1.	ENGLISH :— (a) Secondary (b) Elementary	3,708 11,294	2,554 5,830	691 2,047	6,953 19,171	29.4 54.3	29.5 39.0	17.8 30.5	27.5 45.0	17.9 54.6	.. 84.5	1.7 .3	4.9 56.1	28.8 54.3	25.5 45.2	15.7 26.4	25.3 46.1
2.	VERNACULAR :— (a) Malay (b) Chinese (c) Tamil	4,140 7,983 ..	11,272 6,851 1,817	9,711 1,516 832	25,123 16,350 2,649	7.9 4.2 ..	20.1 5.8 1.2	45.7* 3.0 .7	18.5 4.5 .5	18.8 .. ..	15.0 .. ..	98.0 .. ..	36.5 .. ..	8.6 3.9 ..	19.5 5.0 1.0	52.8 2.6 .6	20.3 4.1 .5
3.	COMMERCIAL :—	62	118	21	201	1.1	1.8	.1	1.2	..	..	..	..	1.0	1.5	.1	1.0
4.	VOCATIONAL :— (a) Trade School (b) Evening classes in Technical Subjects	102 436	81 105	51 ..	234 541	2.1 1.0	2.0 .6	2.2 ..	2.1 .7	8.7 ..	.5 ..	..	2.5 ..	2.4 1.0	1.8 .5	1.8 ..	2.1 .6
	Total	27,725	28,628	14,869	71,222	100	100	100	100	100	100	100	100	100	100	100	100

\* Includes Malay Women's Training Centre.



3. The students were entertained at various times at the French Convent and Suydam Girls' School, and on several occasions invited some of the staff and pupils to the College. Visits were paid to the Picture House when there were suitable programmes.

#### INSPECTION OF STUDENTS NOW TEACHING IN MALAY GIRLS' SCHOOLS

A tour of inspection was made by the Principal and the European Assistant during the half year vacation. In places where the conditions are favourable the students are doing well; in other more difficult places more effort might have been made, but in every case the College trained teachers are making progress.

### APPENDIX XXIV

#### FEES, RULES GOVERNING EXEMPTIONS AND SCHOLARSHIPS

*English Schools.*—The fees payable in Government Schools and the fees at which the Aided Schools are required to account for the purposes of grant-in-aid are as follows:—

##### A.

For pupils enrolled prior to 1st January, 1934:—

	Boys	Girls
	\$ c.	\$ c.
I. Monthly fee for pupils up to and including Standard IV ...	2 50	2 00
II. Monthly fee for pupils above Standard IV ...	4 00	3 00

##### B

For pupils enrolled on or after 1st January, 1934:—

	Boys	Girls
	\$ c.	\$ c.
I. Monthly fee for pupils up to and including Standard VI ...	3 00	
II. Monthly fee for pupils above Standard VI ...	6 00 or 9 00	

A proportion of pupils amounting to not less than 50% of the approved number of places may be admitted at \$6, such pupils shall be selected in order of merit. The fee for the remainder is \$9.

*Private English Schools.*—Fees varying from \$24 to \$60 a year are charged.

*Government Malay Schools.*—The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government.

*Private Chinese Schools.*—Fees ranging from \$6 to \$24 a year are commonly charged, but parents who are poor are exempted from payment.

*Private Tamil Schools.*—The fees charged vary from \$12 to \$24 a year

*Government Afternoon Classes, Singapore.*—These classes are designed to accommodate the many surplus pupils who are not qualified to enter the Government and Aided morning English Schools. They give a sound elementary English education to boys in classes from Primary to Junior



Cambridge on the same lines as that given in the ordinary schools. Fees charged are as follows:—

I. Monthly fee for pupils up to and including Standard IV	\$ c.
II. Monthly fee for pupils above Standard IV	3 00
<i>Raffles Institution Evening Continuation Classes.</i> —The following subjects are taught in these classes:—	4 00

Plumbing and Sanitary Engineering, Building Construction, Surveying and Levelling, Chemistry and Commercial Subjects (Book-keeping, Shorthand and Typewriting). The periods of instruction are usually two hours per week in each grade of a subject. The term consists of not less than 20 one-hour lectures, and there are three terms per year. The fees charged are as follows:—

Sanitary Inspectors' Class	...	\$4.50 for the course
Chemistry	...	\$9.00 per term
All other subjects	...	\$3.00 per term each

There is also a Nautical Class which is run for the benefit of young men serving on local ships. They pay no fees and attend when they can and qualify in time as Helmsmen, Gunners and Masters of Local Vessels.

*Trade School, Penang.*—A tuition fee of \$3 a month is charged. All students must provide themselves with overalls (2 sets), subscribe to the Sports Fund and make good any damage to Government tools, machines or other property caused by wilful neglect, carelessness or disobedience. Approved text-books must be purchased by the students themselves.

A limited number of free places are provided.

*Trade School, Singapore.*—All pupils pay a tuition fee of \$3 a month. Free places up to 25% of available places may be given for needy boys.

*Trade School, Malacca.*—A tuition fee of \$1 a month is charged. Free places up to 25% of available places may be given for needy boys.

*King Edward VII College of Medicine, Singapore.*—All students other than Government indentured students and those to whom special exemption has been granted pay the following fees:—

#### *Medical.*—

Tuition and examination fees, \$300 a year, these fees are to be paid in three terminal instalments of \$100, each instalment to be paid during the first fortnight of the term. Failure to comply with this regulation will render the student liable to be struck off the books of the College.

#### *Dental.*—

Tuition and examination fees, \$150 a year, these fees are to be paid in three terminal instalments of \$50, each instalment to be paid during the first fortnight of the term. Failure to comply with this regulation will render the student liable to be struck off the books of the College.

A student when making formal application for admission to the College must pay a fee of \$5 to have his name registered as a candidate for admission. If he is not accepted, this fee may be refunded.

The Council may in exceptional cases grant exemption from further payment of the whole or any part of the above fees to a student who has completed three years of study.



## RAFFLES COLLEGE, SINGAPORE

## TABLE OF FEES

(S.S. Government Gazette No. 2043 of July 24, 1936)

1. The fees to be paid by students of Raffles College are as follows:—

	\$	c.
Registration Fees—payable on making application for admission ... ..	5	00
Cautions Money—deposit payable on entrance to the College, to be refunded on leaving if conduct has been satisfactory ...	25	00
Tuition Fees—payable in advance by three terminal instalments ... ..	300	00 per annum
Hall of Residence Charges—including light, laundry, and medical attention—but excluding hospital charges—payable in advance by three terminal instalments ...	90	00 „ „
Food—for students in residence—payable in advance by three terminal instalments ...	210	00 „ „
Laboratory Deposit—payable on admission by all students using the laboratories, but to be refunded on leaving subject to deductions for any breakages not otherwise paid for by the student ...	10	00

2. Persons who are not members of the College may be admitted by the President as External Students to attend courses of lectures or practical work on payment of the following fees:—

	\$	c.
(a) English, History, Geography, Pure Mathematics, Applied Mathematics and Economics, for each subject ...	35	00 a term
(b) Mathematics, Pure and Applied ...	50	00 „ „
(c) Chemistry—		
First year lectures and practical ...	35	00 „ „
First year lectures only ...	20	00 „ „
First year practical only ...	20	00 „ „
Second year lectures and practical ...	50	00 „ „
Second year lectures only ...	30	00 „ „
Second year practical only ...	30	00 „ „
Third year lectures and practical ...	50	00 „ „
Third year lectures only ...	30	00 „ „
Third year practical only ...	30	00 „ „
(d) Physics—		
First, Second or Third year lectures and practical ...	35	00 „ „
First, Second or Third year lectures only ...	20	00 „ „
First, Second or Third year practical only ...	20	00 „ „



3	Students sitting for re-examination in the long vacation pay for each subject	\$ c.
4	Students who sit for Part I in the year subsequent to their first attempt and have not kept terms during such subsequent year pay an examination fee of	10 00
5	Students who have failed in Part II and who have not kept terms during the year before taking the subsequent examination pay an examination fee of	30 00
6	Extension Lectures—for each course	50 00
	All fees must be paid before the end of the first week of the term.	2 50

Failure to comply with this regulation renders the student liable to be struck off the books of the College.

Every student, residential and outdoor, must give a term's notice of departure.

### RULES GOVERNING EXEMPTIONS IN ENGLISH SCHOOLS

In Government schools the Inspector of Schools with the approval of the Colonial Secretary in Singapore and the Resident Councillor in Penang and Malacca may grant partial or total remission of fees in deserving cases.

In each school which has secondary classes a number of free places may be provided in Standard VII and the Cambridge Classes not exceeding 10% of the total average enrolment in those classes open to pupils of all nationalities who have received their previous education in a Government or Aided School in the Straits Settlements or Federated Malay States.

Such free places shall be awarded to candidates who are in need of assistance in order of merit.

Promising pupils from Malay Vernacular Schools may be given free education at English Schools on the following conditions:—

- (i) the pupil must be under 11 years of age on the first day of January of the year in which the pupil enters an English School;
- (ii) the pupil, if a boy, must have passed Standard IV or V, and if a girl, Standard II or III in a Malay Vernacular School;
- (iii) the pupil must have been born in the Colony;
- (iv) the pupil must pass a medical examination, provided that unless a lady medical officer can conduct the examination it may be remitted for girls;
- (v) the circumstances of the parent must justify the granting of a free place;
- (vi) free education is given from year to year only and renewal of the privilege is dependent on normal progress and good conduct.

In Aided Schools the school authorities may, in any one month, remit fees to Malaya born pupils in classes up to and including Standard VI to an extent not exceeding 5 per cent. of the amount of fees payable. Fees should not be remitted in respect of backward pupils.

A number of free places in each Aided School may be provided in Standard VII and the Cambridge Classes not exceeding 10% of the total average enrolment in those classes to be awarded to candidates who are in need of assistance in order of merit.